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ABSTRACT

The federal Migrant Education Program provides supplemental instruction and support services to migrant children through grants to states under Title I, Part C, of the Elementary and Secondary Education Act. The reauthorization of Title I in 1994 contained new requirements that Title I schools help students meet new state standards developed for all children. As part of a national assessment of Title I, the National Longitudinal Survey of Schools surveyed principals and teachers to examine whether schools were using standards-based reforms. This report presents findings on schools serving migrant students, based on the first year of data collection--1998-99. Most Title I schools serving medium/high numbers of migrant students were both high-poverty and high-minority schools. Compared to Title I schools with no migrant students, Title I schools serving migrant students were more likely to operate schoolwide programs, offer before- and after-school programs, coordinate federal funds with other funds, and have quantifiable goals for student progress. However, in Title I schools serving migrant students, educators had lower expectations for student performance and were more likely to use alternate standards for limited-English proficient students, and fewer seniors took advanced mathematics courses. Although most migrant students participated in regular state or district assessments, few schools received results disaggregated by migrant status. In two-thirds of schools serving migrants, teachers received no professional development relevant to teaching migrant students. Compared to Title I schools with no migrant students, schools serving migrant students made greater efforts to involve parents and

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employed more teacher aides. An appendix presents extensive data tables. (Contains 10 figures and 4 tables.)(SV)

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THE SAME HIGH STANDARDS FOR MIGRANT STUDENTS: HOLDING TITLE I SCHOOLS ACCOUNTABLE

VOLUME I: TITLE I SCHOOLS SERVING MIGRANT STUDENTS: RECENT EVIDENCE FROM THE NATIONAL LONGITUDINAL SURVEY OF SCHOOLS

FINAL REPORT

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FINAL REPORT

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OFFICE OF THE UNDER SECRETARY
U.S. DEPARTMENT OF EDUCATION

2002

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CONTENTS

Acknowledgments	iii
Contents	v
List of Figures	vii
List of Tables	ix
Executive Summary	xi
Background	xi
Overview of the Study and its Results	xi
Key Findings	xii
Introduction	1
Data	3
National Longitudinal Survey of Schools (NLSS)	3
Common Core of Data (CCD)	4
Sample Size of Title I Schools with Migrant Students in the NLSS	5
Limitations of the Study	5
Profile of Title I Schools	7
Teacher Characteristics	13
Student Outcomes	14
Current Status of Implementation of Standards-Based Reforms in Title I Schools	165
Provision of Title I Services	25
Professional Development in Title I Schools	30
Teacher Perceptions of Students' Mathematics Abilities	34
Mathematics Coursework in Secondary Schools	34
Parent Involvement Strategies	36
Availability and Use of Technology	40

Schools Identified as in Need of Improvement 41

Schools Adopting Comprehensive School Reform Model s 42

References 44

Appendix: Selected Tabulations from the NLSS Principal and Teacher Surveys 45

FIGURES

Figure 2. Selected Characteristics of Teacher Quality in Title I Schools, by School Level and Migrant Status of School 14

Figure 3. Selected Student Outcomes in Title I Schools, by School Level And Migrant Status of School 15

Figure 4. Percentage of Principals in Title I Schools Reporting That Standards were "Too Rigorous" for Most of Their Students "To a Great Extent," by School Level and Migrant Status of School 16

Figure 5. Percentage of Teachers in Title I Elementary Schools Reporting that Reading Standards And Assessments were "Too Hard" for their Students, by Migrant Status of School 17

Figure 6. Percentage of Teachers in Title I Secondary Schools Reporting that Reading Standards and Assessments were "Too Hard" for their Students, by Migrant Status of School 18

Figure 7. Percentage of Elementary School Principals in Title I Schools Reporting That Selected Factors were a Barrier "To a Great Extent" to Using Content Standards with All Students, by Migrant Status of School 20

Figure 8. Participation Rate of Migrant Students in Title I Schools in Reading and Mathematics Assessments, by School Level and Migrant Status Of School 21

Figure 9. Percentage of Elementary School Principals in Title I Schools Reporting Receiving Assessment Information Summarized by Subgroups of Students, by Migrant Status of School 23

Figure 10. Percentage of Elementary Teachers in Title I Schools Reporting Selected Types Of Professional Development They Would Have Liked to Experience, by Migrant Status of School 32

Figure 11. Percentage of Teachers in Title I Schools Reporting They Would Have Liked Professional Development in Instructional Strategies to Teach Migrant Students, by Migrant Status of School 33

Figure 12. Percentage of Graduating Seniors in Title I High Schools That Have Taken Selected Courses in Mathematics, by Migrant Status of School 35

Figure 13. Percentage of Elementary Principals in Title I Schools Reporting Selected Strategies to Encourage Parent Involvement, by Migrant Status of School 39

TABLES

Table 1. Response Rates for the Principal Survey, NLSS, SY1998-99 4

Table 2. Response Rates for the Teacher Survey, NLSS, SY1998-99 4

Table 3. Title I Schools in the NLSS, by Migrant Status And School Level, Unweighted, SY1998-1999 6

Table 4. Profile of Title I Schools Categorized by Migrant Status of School 8

EXECUTIVE SUMMARY

BACKGROUND

Migrant students are children of migratory workers who relocate across school and district boundaries in order to obtain seasonal or temporary employment in agriculture or fishing. These students are often at high risk of educational failure because of language barriers, poverty, and educational disruptions that result from repeated moves and irregular attendance. The Migrant Education Program (MEP) operates under Title I, Part C, of the Elementary and Secondary Education Act (ESEA) (http://www.ed.gov/legislation/ESEA/sec1001.html). Its primary purpose is to help migrant students overcome the challenges of mobility, limited English proficiency, and other educational consequences of a migratory life. One of the program's goals is to ensure that migrant students have the same opportunity to meet state content and student performance standards that all children are expected to meet.

OVERVIEW OF THE STUDY AND ITS RESULTS

The Congressionally-mandated National Assessment of Title I examines the progress of students whom the program is intended to benefit and the implementation of key provisions of the program. The National Longitudinal Survey of Schools (NLSS) is one of several studies comprising the National Assessment of Title I. Based on surveys of principals and teachers, the NLSS examines whether schools are using standards-based reforms, with a particular focus on implementation of the provisions added in the 1994 reauthorization of the Title I program that are designed to support such improvements. The NLSS includes an oversample of schools serving significant proportions of migrant, limited English proficient (LEP) or Native American students, and schools that have been identified as in need of improvement.

This report presents findings from the first of three years of data collection, beginning in the school year (SY) 1998-1999 to address two main research questions:

- ***How do Title I schools with migrant students compare with Title I schools with no migrant students in terms of their social, demographic, and organizational characteristics?***

- ***How are standards-based reforms and the provisions of Title I being implemented in Title I schools with migrant students compared with Title I schools with no migrant students?***

For purposes of the report, schools are classified into Title I schools with no migrant students (those with no migrant students), Title I schools with low numbers of migrant students (those with fewer than 15 migrant students), and Title I schools with medium/high numbers of migrant students (those with 15 or more migrant students). The sample sizes for these schools are 747, 164, and 155 respectively. In what follows, we sometimes combine schools serving low and medium/high migrant students, referring to them as "Title I schools with migrant students."

Key Findings

The following are the major findings of the report. These are discussed in more detail in the body of the report.

School Conditions

Most of the Title I schools serving medium/high numbers of migrant students are both high-poverty schools (defined as schools with 50 percent or more of their students eligible for free/reduced price lunch) and high-minority schools (defined as schools serving 50 percent or more minority students). For example, less than half (46 percent) of Title I schools with no migrant students are high-poverty schools, compared with two-thirds of Title I schools with low numbers of migrant students and three-quarters of Title I schools with medium/high numbers of migrant students. About one-quarter of Title I schools with no migrant students are high-minority schools compared with one-third of Title I schools with low numbers of migrant students and two-thirds of Title I schools with medium/high numbers of migrant students. Indeed, about 61 percent of Title I schools with medium/high numbers of migrant students are both high-poverty and high-minority schools compared with 21 percent of Title I schools with no migrant students and 28 percent of Title I schools with low numbers of migrant students.

Compared with principals and teachers in Title I schools with no migrant students, principals and teachers in Title I schools serving medium/high numbers of migrant students were more likely to:

- Operate schoolwide programs, offer before- and after-school programs, report a greater degree of coordination between federal funds and other funding sources, and have quantifiable goals for their students' progress;
- Have higher percentages of inexperienced teachers and teachers teaching out-of-field;

Content Standards and Course Taking

Compared with teachers in Title I schools with no migrant students, teachers in Title I schools serving medium/high numbers of migrant students were more likely to report that content and performance standards were too rigorous for most of their students and to cite student mobility, diversity of student populations, and language barriers (although not lack of parent support) as barriers in using content standards with all students;

Principals in Title I schools with migrant students reported that only between two-thirds to three-quarters of their students were prepared to work at the next grade level but that almost all students were promoted to the next grade level.

The difference between the typical mathematics courses that graduating seniors in Title I schools with no migrant students and Title I schools with medium/high numbers of migrant students have taken is striking. Over 90 percent of seniors in Title I schools with no or low numbers of migrant students have taken Algebra 1 compared with less than 60 percent in Title I schools with medium/high numbers of migrant students. Sixty percent have taken Algebra 2 while less than 30 percent in Title I schools with medium/high numbers of migrant students have done so. Generally, fewer seniors in Title I schools with medium/high numbers of migrant students have taken higher level mathematics courses compared with seniors in other schools. Many of these differences reflect differences we found between high-poverty and low-poverty Title I schools (Berends and Kirby, et al., in review).

Assessments

Principals in Title I schools with migrant students reported that a large percentage of migrant students participated in the regular state/district assessments. For example, in Title I schools with medium/high numbers of migrant students, 70 percent of elementary migrant students and 90 percent of secondary migrant students participated in these assessments. In schools with low numbers of migrant students, the participation rate was about 60 percent.

Only one-quarter to one-third of the Title I schools with migrant students received assessment results disaggregated by migrant status.

Professional Development

Sixty-five to seventy percent of teachers in Title I schools with medium/high numbers of migrant students who taught migrant students reported receiving no professional development in instructional strategies to teach migrant students, although most of these teachers (60 percent of elementary teachers and 84 percent of secondary teachers) reported that they would have liked professional development in this area. Teachers in Title I schools with medium/high numbers of migrant students were much more likely to desire professional development in this area compared with teachers in Title I schools with low numbers of migrant students. In addition, among those who had not received professional development in instructional strategies for teaching low-achieving students and the use of technology, many more teachers in Title I schools with medium/high numbers of migrant students reported desiring such professional development.

Parent Involvement

Title I schools with migrant students appeared to be making greater efforts to involve parents both at school and at home, compared with Title I schools with no migrant students. These parent involvement strategies included offering parent training, workshops and social support services for parents, having a parent liaison, providing translations of school documents into other languages, and providing examples of work that met high standards. In addition, compared with principals and teachers in Title I schools with no migrant students, principals and teachers in schools with migrant students were more likely to report using school-parent compacts and to report finding them useful in discussing shared responsibilities among the parents and students.

Teacher Aides

Although all Title I schools used teacher aides, **the proportion that funded them through Title I was higher in Title I schools with medium/high numbers of migrant students compared with Title I schools with no migrant students. In addition, Title I schools with migrant students were more likely to be located in districts offering career ladders and other educational supports to paraprofessionals.**

INTRODUCTION

The federal role in promoting equity and excellence for students in high-poverty settings has a history that spans over three decades. A centerpiece of this federal effort has been Title I, which originated in the 1960s and was deeply rooted in the civil rights movement and Great Society antipoverty programs (Natriello and McDill, 1999; Timar, 1994). Today, Title I provides more than $8 billion annually to support school interventions and strategies for improving the learning opportunities of students at risk of educational failure.

The reauthorization of Title I in 1994 represented a fundamental shift in the program's vision for helping children in high-poverty schools. Reauthorized as part of the Improving America's Schools Act of 1994, the "new Title I" was grounded in the proposition that "all children can master challenging content and complex problem-solving skills" (http://www.ed.gov/legislation/ESEA/sec1001.html). The purpose of the law was to "enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging State content standards and to meet the challenging State performance standards developed for all children" (Sec. 6301 (d)).

The U.S. Department of Education conducted a nationally representative survey of Title I schools—the National Longitudinal Survey of Schools—in order to understand whether these reforms are being implemented in Title I schools across the nation. The NLSS oversampled schools serving significant proportions of migrant, limited English proficiency (LEP), or Native American students, and schools identified as in need of improvement, in order to understand the effect of Title I provisions on these schools.

In particular, there is considerable interest in trying to understand the characteristics of and conditions in schools serving migrant children because so little is known about these schools. Migrant students—defined as children of migratory workers who relocate across school and district boundaries in order to obtain seasonal or temporary employment in agriculture or fishing—are considered at high risk of educational failure because of poverty, language barriers, unique health problems, and the educational disruptions that result from moves and irregular attendance at school (Prasad et al., 2000; Strang and von Glatz, 1999).

In recognition of the unique needs of migrant students, the Migrant Education-Basic Grant Program was first authorized in 1966 to provide supplemental instruction

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and other support services for migrant children. The program currently operates under Title I, Part C, of the Elementary and Secondary Education Act (ESEA) of 1994 and provides formula grants to states to ensure that the unique needs of migrant students are met. The primary purpose of the Migrant Education Program (MEP) is to help migrant students overcome the challenges of mobility, limited English proficiency, and other educational consequences of a migratory life. One of the program's goals is to ensure that migrant students have the same opportunity to meet state content and student performance standards that all children are expected to meet. MEP services are generally administered by State Educational Agencies (SEAs) and provided by schools, districts, and/or other organizations. Services may be provided during the regular school year and summer sessions. MEP funding is in addition to any other Title I funds that the school may receive.

This report uses a wide array of descriptive data from the principal and teacher surveys administered during the first year of the NLSS – the 1998-99 school year (SY) – to address two main research questions:

- ***How do Title I schools with migrant students compare with Title I schools with no migrant students in terms of their social, demographic, and organizational characteristics?***
- ***How are standards-based reforms and the provisions of Title I being implemented in schools with migrant students compared with Title I schools with no migrant students?***

Specifically, we focus on:

- Profile of schools with migrant students;
- Current status of implementation of standards-based reforms;
- Provision of Title I services;
- Professional development of teachers and teacher aides;
- Teacher expectations and mathematics coursework in secondary schools;
- Parent involvement;
- Availability and use of technology;
- Schools identified as in need of improvement; and
- Schools that adopted comprehensive school reform models.

We summarize the key findings to provide a broad overview of Title I schools with migrant students five years after the latest reauthorization of Title I in 1994. The appendix contains estimates, standard errors, and sample sizes on which the report is based. We also provide comparisons with all Title I schools. Findings for all Title I schools reported here are taken from our earlier work (Berends and Kirby, et al., in review).

DATA

National Longitudinal Survey of Schools (NLSS)

Principal Survey. The total sample size for the NLSS was 1,507 schools. Table 1 shows the final sample size, the number of completes, and the final response rate for the principal survey.[1]

Teacher Survey. The protocol for the NLSS study required a set of six teachers to be subsampled within each school to answer teacher questionnaires. The object was to ensure a national probability sample of teachers (within particular well-defined, but representative, categories), as well as a national probability sample of Title I teachers within the same categories. The teacher sample consisted of up to four third grade teachers, one Title I teacher, other regular grade 2 and grade 4 classroom teachers subsampled as necessary to ensure six teachers were interviewed from each elementary school. In middle and high schools, the mathematics and English chairpersons were sampled, as well as one Title I teacher, where available, and additional mathematics and English teachers to make a total of six sampled teachers. In all schools, if there were less than six available teachers, all were sampled. Table 2 shows the response rates from the teacher survey.

---

[1]See Naftel and Kirby, et al. (in review) for a more detailed description of the sample design for the NLSS.

Table 1. Response Rates for the Principal Survey, NLSS, SY1998-99

Total Sample Size	1,507
Ineligible*	21
Eligible Sample Size	1,486
Completes	1,081
Response Rate	72.7%

Table reads: The total sample size for the principal survey in the SY1998-99 NLSS was 1,507.
Source: NLSS, Principal Survey, SY1998-1999
Note: *Fourteen schools were not Title I schools; five did not complete the principal screener that determined eligibility for the survey, and two were sampled twice.

Table 2. Response Rates for the Teacher Survey, NLSS, SY1998-99

Total Sample Size	7,333
Ineligible*	209
Eligible Sample Size	7,124
Completes	5,422
Response Rate	76.1%

Table reads: The total sample size for the teacher survey in the SY1998-99 NLSS was 7,333 teachers.
Source: NLSS, Principal Survey, SY1998-1999
Note: *These teachers were not teaching mathematics or reading or were in ineligible schools.

Types of Information Collected. The principal and teacher surveys address awareness and understanding of standards, standards-driven planning, reporting and feedback for improvement, selection and implementation of comprehensive school reform models, Title I services, parental involvement, and professional development. For schools identified as in need of improvement, the survey also includes questions regarding activities aimed at school improvement and changes in the school as a result of being identified as in need of improvement.

Common Core of Data (CCD)

In addition, we used the 1997-98 Common Core of Data (CCD) for selected school characteristics that were not available in the NLSS. The CCD contains data on approximately 91,000 schools and 16,400 agencies providing free public elementary and secondary education in the United States and its outlying areas. These data are provided by state education agencies (SEAs) using a common set of definitions that

allow comparison across the states and other areas. Variables on the CCD include school type (regular, special education, vocational education, and alternative), location code (seven categories from urban to rural), number of students by grade and ungraded, number of students eligible for free/reduced price lunch, and number of students by five racial/ethnic categories. Schools in the NLSS were matched to the CCD data file, and selected characteristics (e.g., minority composition of the student body) from the CCD were used in the analysis.

Sample Size of Title I Schools with Migrant Students in the NLSS

Table 3 presents the sample sizes of Title I schools in the NLSS by school level and migrant status: Title I schools with no migrant students; Title I schools with low numbers of migrant students (1-14 migrant students); and Title I schools with medium/high numbers of migrant students (15 or more migrant students). The data are based on a principal reports about the number of migrant students in the school.

The decision to base this categorization on the *number* rather than the *percentage* of migrant students in the school reflected a desire to examine whether and how schools with certain numbers of migrant students should be providing services to these students, regardless of whether these students accounted for a high or low percentage of student enrollment. The decision to use 15 as the cut-off point to distinguish schools enrolling low and medium/high numbers of migrant students was based on the distribution of the number of migrant students enrolled in the NLSS schools. Fifteen was approximately at the middle of the distribution.

LIMITATIONS OF THE STUDY

The first and most important limitation of the study arises from the fact that the NLSS is a snapshot in time. Our classification of schools into those with no migrant students, low and medium/high numbers of migrant students is based on data provided by the principal in the middle of the school year at one point in time, yet, migrant students, by definition, are those that are likely to move across school and district boundaries in a given year. As a result, the classification may be subject to error if, for example, schools that had no or low numbers of migrant students at the time the survey data were collected enrolled some or a large number of migrant students sometime later in the school year. Thus, it must be recognized that the distinctions made here and the inferences drawn from the data are not as clear-cut as one would like. Nonetheless, we

feel that the results of the study are useful in providing a profile of schools serving migrant students.

Table 3. Title I Schools in the NLSS, by Migrant Status And School Level, Unweighted, SY1998-1999

School Level	Migrant Status		
	Title I schools with no migrant students	Title I schools with low numbers of migrant students	Title I schools with medium/high numbers of migrant students
Elementary schools	600	130	99
Secondary schools	147	34	56
Total	747	164	155

Table reads: The unweighted sample size for Title I elementary schools with no migrant students in SY1998-1999 is 600 schools.
Source: NLSS, Principal Survey, SY1998-1999
Note: Data on number of migrant students were missing for 15 of the 1081 schools.

Another potential limitation is that by using the number of migrant students as the threshold, rather than percentages, larger schools are much more likely to be classified as schools with medium/high numbers of migrant students. This classification groups all schools with 15 or more migrant students together, regardless of whether migrant students account for a high or low percentage of student enrollment. However, given our sample sizes, it would have been difficult to subdivide the sample of schools serving medium/high migrant schools any further.

There are some additional caveats that must be kept in mind when reading this report. First, the analyses reported here are based on survey data, which rely on self-reports.

Second, as is clear from Table 3, sample sizes for secondary schools are quite small. As a result, the estimates reported here for secondary schools have large standard errors, making these estimates imprecise. Often, the findings regarding secondary schools must be viewed as suggestive rather than statistically meaningful. Despite this, we decided to include the secondary school findings in this report for two reasons:

- Secondary schools represent a higher proportion of schools with migrant students than Title I schools overall and very little is known about them.
- Many of the findings make sense only when disaggregated by school level.

The appendix tables report both estimates and standard errors. However, it is important to keep this caveat in mind when reading the report.

Third, several of the differences we report here are similar to differences we find for all Title I schools, between the lowest-poverty (defined as schools with less than 35 percent of their students eligible for free/reduced price lunch) and highest-poverty schools (defined as schools with 75 percent or more of their students eligible for free/reduced price lunch. These differences are detailed in Berends and Kirby, et al. (in review). Indeed, as we show below, a majority of the schools with migrant students are high-poverty schools. Thus, differences reported here cannot be solely attributed to the migrant status of the school. Small sample sizes make it difficult to separate out the degree to which poverty and migrant status contribute independently to the differences reported here.

PROFILE OF TITLE I SCHOOLS

There are approximately 43,400 Title I schools nationwide. Of these, approximately 31,300 schools (73 percent) are Title I schools with no migrant students, 7,700 schools (18 percent) are Title I schools with low numbers of migrant students, serving 1-14 migrant students, and 3,990 (9 percent) are Title I schools with medium/high numbers of migrant students, serving 15 or more migrant students.[2] In the report, we sometimes combine schools serving low, or medium/high migrant students into one group: Title I schools with migrant students.

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[2]This is based on a question in the Principal Screener section of the Principal Survey that asked about the number of migrant students in the school. However, there is some reason to question the accuracy of this classification. For example, teachers in NLSS schools were asked whether they taught any migrant students. About 58 percent of teachers in Title I schools with medium/high numbers of migrant students and 29 percent of teachers in Title I schools with low numbers of migrant students reported teaching migrant students. Interestingly, however, about 10 percent of teachers in Title I schools with no migrant students reported teaching migrant students. This suggests that the classification of schools based on principal reports may not be entirely accurate or may depend on the timing of when questionnaires were answered during the school year. Alternately, there may be a discrepancy in the way principals and teachers define "migrant students."

Title I schools with low numbers of migrant students serve about 6 migrant students on average; migrant students account for between less than 1 percent to about 25 percent of student enrollment in these schools, with an average of 1.4 percent. In Title I schools with medium/high numbers of migrant students, migrant students number 83 on average and account for about 13 percent of total enrollment (range is between 1-64 percent).[3]

According to the MEP report, California has the greatest number of schools with migrant students, followed by Texas, North Carolina, Oregon, and Florida (see http://www.migranted.org//ccdrep.htm). The geographic distribution of schools with migrant students in the NLSS is similar in that California and Texas together account for 54 percent of schools with migrant students serving medium to high numbers of migrant students (15 or more migrant students).

A profile of schools categorized by migrant status is shown in Table 4. Listed below are some of the noteworthy similarities and differences between Title I schools with migrant students and those without migrant students.

Title I schools with medium/high numbers of migrant students are more likely to be secondary schools and larger in size compared with other schools. For example, while about four-fifths of Title I schools with no and low numbers of migrant students are elementary schools, only 55 percent of Title I schools with medium/high numbers of migrant students are elementary schools. When we combine all schools with migrant students, we find that 28 percent of schools with migrant students are secondary schools compared with 20 percent of Title I schools with no migrant students. Moreover, about 38 percent of Title I schools with medium/high numbers of migrant students have student enrollments of over 600 students compared with 20 percent of Title I schools with no migrant students and 23 percent of Title I schools with low numbers of migrant students.[4]

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[3]Strang and von Glatz (1999) reported that the average number of migrant students in schoolwide schools with migrant students was about 60 and that this represented 11 percent of student enrollment on average.

[4]This may be due partly to the fact that our definition of Title I schools with medium/high numbers of migrant students uses the "number" of migrant students as the criterion, not percentage of migrant students. As such, it is easier for larger schools to meet this criterion than smaller schools. Secondary schools tend to be larger than elementary schools, so this may help explain part of the difference by school level.

Table 4. Profile of Title I Schools Categorized by Migrant Status of School

Selected Characteristics	Title I schools with no migrant students	Title I schools with low numbers of migrant students	Title I schools with medium/high numbers of migrant students
	Percent		
School Type			
Elementary school	79.8	79.0	54.7
Secondary school	20.2	21.0	45.3
Enrollment (number of students)			
1-200	19.6	19.3	4.5
201-400	29.6	26.8	19.0
401-600	31.2	30.6	38.1
601-800	11.5	12.6	18.5
801 and over	8.2	10.6	19.9
Urbanicity			
Urban	23.4	27.2	25.5
Suburban/large town	31.7	19.1	38.3
Rural/small town	44.9	53.7	36.2
Percentage of students eligible for free/reduced price lunch			
0-34.9	34.4	17.8	5.7
35-49.9	19.3	16.6	18.9
50-74.9	29.0	44.6	44.7
75-100	17.3	20.9	30.7
Percentage of minority students			
0-24.9	57.2	43.8	10.9
25-49.9	17.5	23.2	21.8
50-74.9	10.4	11.5	15.9
75-100	15.0	21.6	51.4
Percentage of LEP students			
0	60.4	44.5	7.0
1-24.9	33.0	43.2	42.3
25-49.9	4.7	10.2	29.6
50-74.9	1.0	1.0	14.0
75-100	1.0	1.1	7.1
Number of schools (unweighted)	(747)	(164)	(155)
Number of schools (weighted)	(31,338)	(7,765)	(3,992)

Table reads: 79.8 percent of Title I schools with no migrant students are elementary schools and 20.2 percent are secondary schools.

Source: NLSS Principal Survey, SY1998-1999, Section Principal Screener and Common Core of Data, 1997-98

- Schools serving medium to high numbers of migrant students are disproportionately located in suburban or large towns (38 percent), compared with 32 percent of Title I schools with no migrant students and only 19 percent of Title I schools with low numbers of migrant students.[5] Title I schools with low numbers of migrant students tend to be largely rural schools.[6] At first sight, these data run counter to the results reported by the MEP office, which found that 43 percent of all schools with migrant students were located in rural areas, 32 percent in urban areas, and 25 percent in suburban areas (see http://www.migranted.org//ccdrep.htm). However, when we combine both the low and medium/high categories, we find similar results: 48 percent of schools with migrant students are in rural areas, 27 percent in urban areas, and 26 percent in suburban areas.

- Title I schools with migrant students tend to be much poorer than Title I schools with no migrant students. Figure 1 compares schools classified by migrant status in terms of poverty and minority composition of their student bodies. Less than half (46 percent) of Title I schools with no migrant students are high-poverty schools, (defined as schools with 50 percent or more of their students eligible for free/reduced price lunch), compared with two-thirds of Title I schools with low numbers of migrant students and three-quarters of Title I schools with medium/high numbers of migrant students. We also examined the distribution of all migrant students by school poverty status. We found that 87 percent of migrant

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[5]Locale is a 7-digit code on the CCD, defined as: 1. Large City – A central city of a CMSA or MSA, with the city having a population greater than or equal to 250,000; 2. Mid-size City – A central city of a CMSA or MSA, with the city having a population less than 250,000; 3. Urban Fringe of a Large City – Any incorporated place, Census designated place, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau; 4. Urban Fringe of a Mid-size City – Any incorporated place, Census designated place, or non-place territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau; 5. Large Town – Any incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA; 6. Small Town – Any incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA; and 7. Rural – Any incorporated place, Census designated place, or non-place territory designated as rural by the Census Bureau. The usual practice is to combine these into three categories: urban=1,2; suburban/large town=3,4,5; and rural/small town=6,7.

[6]This distribution may also be partly driven by the fact that urban schools tend to be larger than many suburban or rural schools. Given that our classification of migrant schools is based on the number of students, urban schools are more likely to be classified as schools serving medium/high migrant students than suburban or rural schools.

students were enrolled in high-poverty schools, and 42 percent were enrolled in the highest-poverty schools.

- Schools with migrant students serve disproportionately high numbers of minority students. About one-quarter of Title I schools with no migrant students can be classified as high-minority schools (serving 50 percent or more minority students) compared with one-third of Title I schools with low numbers of migrant students and two-thirds of schools with medium/high numbers of migrant students. Indeed, about 61 percent of Title I schools with medium/high numbers of migrant students are both high-poverty and high-minority schools, compared with 21 percent of Title I schools with no migrant students and 28 percent of Title I schools with low numbers of migrant students.

- Many migrant students are limited English proficient (LEP). Over half of the Title I schools with medium/high numbers of migrant students are classified as high LEP schools as well (defined as schools with 25 percent or more LEP students), compared with 12 percent of the Title I schools with low numbers of migrant students and 7 percent of the Title I schools with no migrant students.[7]

Under the 1994 reauthorization of Title I, schools can adopt schoolwide programs[8] if 50 percent or more of their students are eligible for free/reduced price lunch. About 44 percent of Title I schools with no migrant students operated schoolwide programs, as did 72 percent of Title I schools with low numbers of migrant students and 57 percent of Title I schools with medium/high numbers of migrant students. There is not a one-to-one correlation between high poverty and adoption of schoolwide programs. Some lower-poverty schools that would otherwise have been ineligible for schoolwide programs were apparently granted waivers to enable them to adopt schoolwide programs. A significant percentage (43 percent) of eligible Title I schools with medium/high numbers of migrant students with poverty rates

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[7] Strang and von Glatz (1999) reported that the percentage of migrant students in schoolwide Title I schools with migrant students that are eligible for free/reduced price lunch was very high, 87 percent. More than one-half of the migrant students in these schools were limited English proficient.

[8] Schoolwide programs allow high-poverty schools to use Title I money in combination with other federal, state, and local funds, to improve the entire educational program for all their students (rather than just targeted Title I students). Targeted assistance programs use Title I funds to provide services to students identified as failing or most at risk of failing to meet a state's content and student performance standards. While it is important to learn if the quality of services for migrant students differs under schoolwide and targeted assistance Title I programs, the NLSS does not provide data that inform this question.

between 50 and 74.9 percent have not availed themselves of the schoolwide option and continue to offer targeted assistance to their Title I students. It might be useful to examine these schools further to see whether they face particular challenges in being able to adopt schoolwide programs or whether these schools felt that targeted assistance programs were the best way to help their Title I (and migrant) students. Among the highest-poverty schools, we find that 83-86 percent of schools operate schoolwide programs, regardless of migrant status of the school.

Figure 1. Distribution of Title I Schools Categorized by Migrant Status of School, and Percentage of Poor and Minority Students

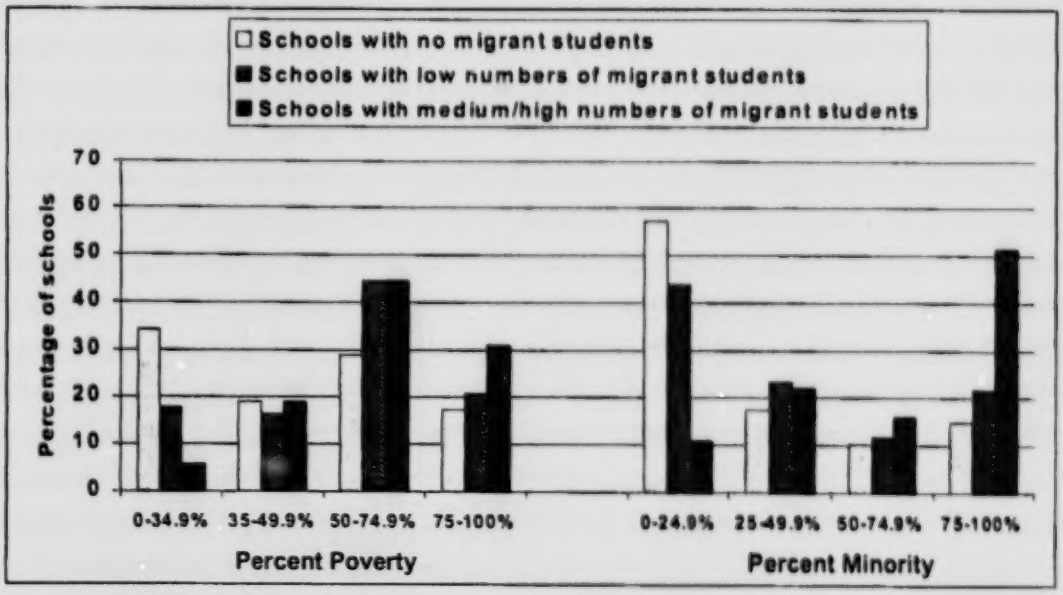

Figure reads: 34.4 percent of Title I schools with no migrant students have between 0-34.9 percent of students eligible for free/reduced price lunch compared with 17.8 percent of Title I schools with low numbers of migrant students and 5.7 percent of Title I schools with medium/high numbers of migrant students.

Source: NLSS Principal Survey, SY1998-1999, Section Principal Screener, Q. PSC3 and Common Core of Data, 1997-98

- Overall, about 11 percent of Title I schools with no migrant students were identified by the district as in need of improvement under Title I. The percentages were somewhat higher for schools with migrant students – 19 and 16 percent among

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Title I schools with low and medium/high numbers of migrant students respectively, although the differences were not statistically significant.[9]

Teacher Characteristics

- The educational attainment of teachers is somewhat lower in Title I schools with medium/high numbers of migrant students compared with other Title I schools. About 45 percent of teachers in Title I schools with no migrant students had a master's degree or a degree beyond a bachelor's degree compared with about 43 percent of teachers in Title I schools with low numbers of migrant students, and 31 percent of teachers in Title I schools with medium/high numbers of migrant students. Disaggregating by school level does not change the picture. Part of this difference may be explained by the somewhat lower average experience level of teachers in Title I schools with medium/high numbers of migrant students compared with that of other schools. For example, teachers in Title I schools with no or low numbers of migrant students have 14-16 years of total teaching experience, and 10-11 years of experience in the current school. Teachers in Title I schools with medium/high numbers of migrant students reported having 12-13 years of teaching experience, with 9 years in the current school.

- Figure 2 shows selected indicators of teacher quality, gathered from the principal survey. Title I elementary schools with medium/high numbers of migrant students reported higher percentages of inexperienced teachers than other Title I schools, and the differences between these schools and Title I schools with no or low numbers of migrant students with respect to this variable are statistically significant. In addition, Title I elementary schools with medium/high numbers of migrant students reported higher levels of teachers who are teaching in fields for which they are not certified (as well as teachers who hold emergency or temporary certification, although not shown here). Title I secondary schools with low numbers of migrant students also reported higher levels of teacher inexperience and out-of-field teaching compared with other secondary schools, although these differences were not statistically significant. Many of these differences are similar to the differences we found by poverty status of schools (Berends and Kirby, et al., in review). For example, principals in the highest-poverty schools reported that between 15 and 21

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[9]Throughout this report, the term "significant" is used in the statistical sense to indicate that the difference between two estimates is statistically significant at the .05 level.

Figure 2. Selected Characteristics of Teacher Quality in Title I Schools, by School Level and Migrant Status of School

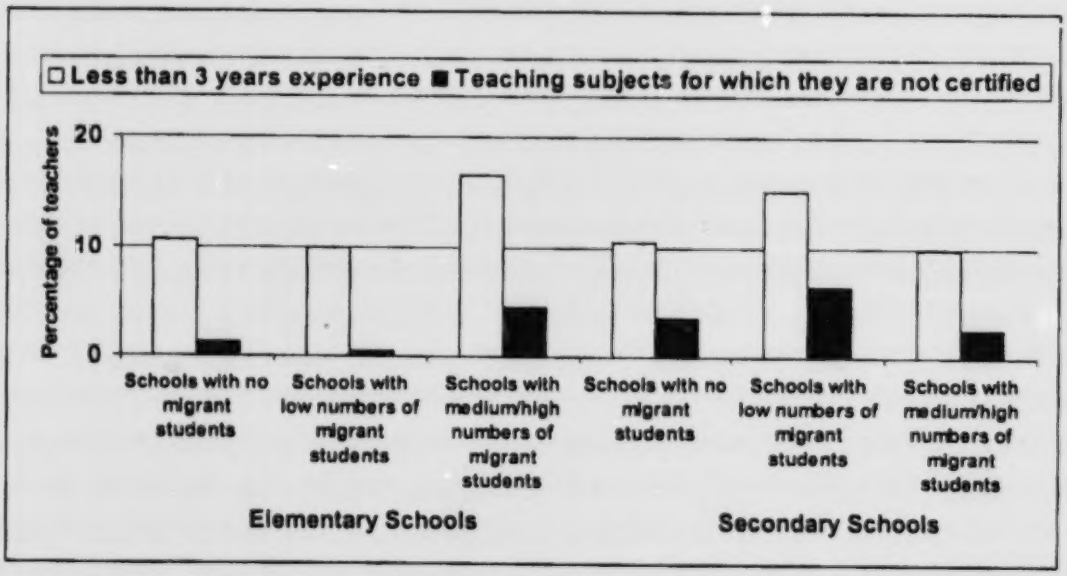
Less than 3 years experience
Teaching subjects for which they are not certified
Percentage of teachers
20
10
0
Schools with no migrant students
Schools with low numbers of migrant students
Schools with medium/high numbers of migrant students
Schools with no migrant students
Schools with low numbers of migrant students
Schools with medium/high numbers of migrant students
Elementary Schools
Secondary Schools

Figure reads: In Title I elementary schools with no migrant students, 10.6 percent of teachers have less than 3 years of experience and 1.3 percent of teachers are teaching subjects for which they are not certified.
Source: NLSS Principal Survey, SY1998-1999, Section B, Q. PB14, PB16, PB17

percent of their teachers have less than three years' teaching experience compared with only 8-9 percent of low-poverty schools, and these differences were statistically significant for both elementary and secondary schools.

Principals' Attitudes about Student Performance

- Figure 3 shows the percentage of students that principals believed were prepared to do work at the next grade level by school level and migrant status of the school. While principals in Title I with no or low numbers of migrant students believed that 82-84 percent of their students were ready for the next grade, principals in Title I schools with medium/high numbers of migrant students were not as optimistic about their students. Principals in schools with medium/high numbers of migrant students reported that about 76 percent of elementary students and 64 percent of secondary students were prepared to work at the next grade level. In spite of this, 92-95 percent of all students were promoted to the next grade level. The differences

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in principal reports about student preparedness between Title I schools with medium/high numbers of migrant students and other schools were statistically significant at the elementary level.[10]

Figure 3. Principals' Attitudes about Student Performance, Title I Schools, by School Level And Migrant Status of School

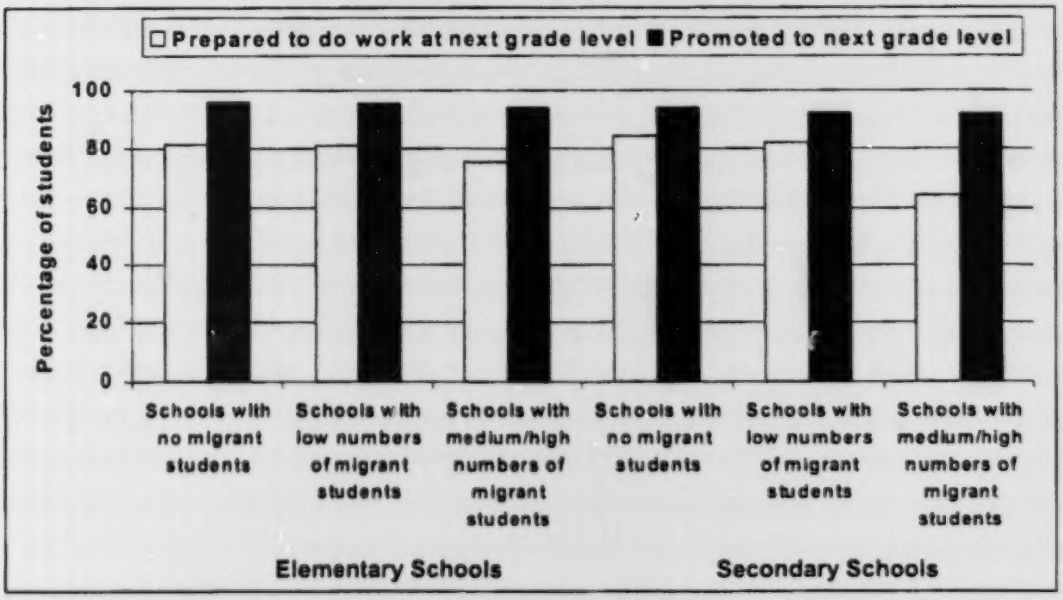

Figure reads: Principals in Title I elementary schools with no migrant students reported that 81.8 percent of students in these schools were prepared to do work at the next grade level but 96.2 percent of students were promoted to the next grade level.
Source: NLSS Principal Survey, SY1998-1999, Section B, Q. PB9, PB10

CURRENT STATUS OF IMPLEMENTATION OF STANDARDS-BASED REFORMS IN TITLE I SCHOOLS

- Principals were asked the extent to which content and performance standards were too rigorous for most of their students. Figure 4 shows the percentage of principals reporting "to a great extent," and it reveals marked differences by the migrant status of the school. For example, 11 percent of principals in elementary Title I schools serving medium/high numbers of migrant students reported that such standards

[10]We found similar differences in the extent of student preparedness and promotion rates between the lowest- and highest-poverty schools (Berends and Kirby, et al., in review).

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were too rigorous for most of their students compared with only 3 percent of principals in elementary schools with low numbers of migrant students, and this difference was statistically significant. The contrast among secondary schools between Title I schools with medium/high numbers of migrant students and Title I schools with no migrant students was even greater (35 percent versus 5 percent), although small sample sizes make these estimates less reliable.[11]

Figure 4. Percentage of Principals in Title I Schools Reporting That Standards were "Too Rigorous" for Most of Their Students "To a Great Extent," by School Level and Migrant Status of School

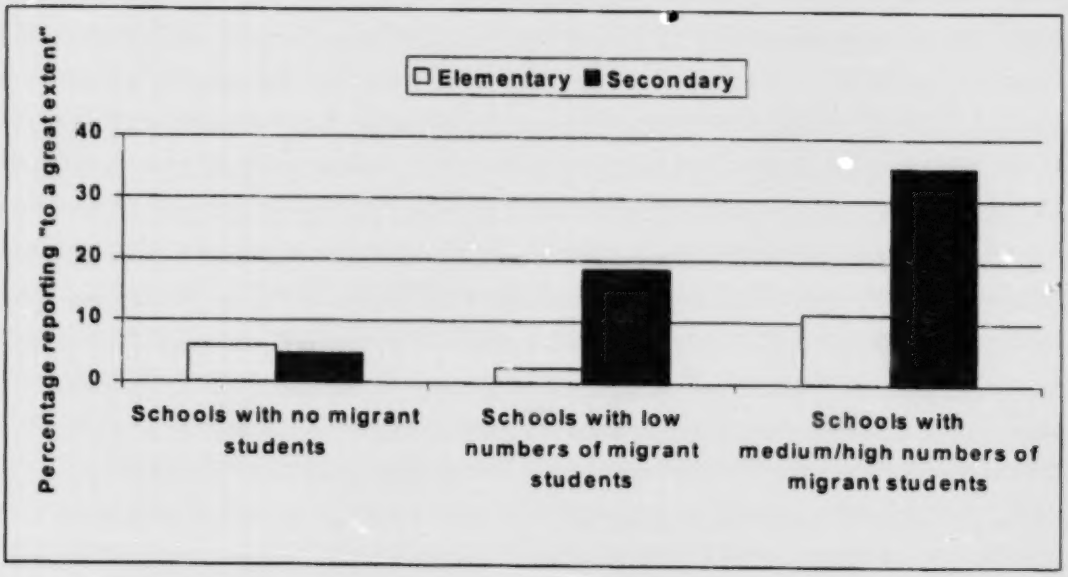

Figure reads: 6 percent of principals in Title I elementary schools with no migrant students and 4.7 percent of principals in Title I secondary schools with no migrant students that used content standards reported that standards were too rigorous for most of their students "to a great extent."
Source: NLSS Principal Survey, SY1998-1999, Section Principal Screener and Section A, Q. PA7a
Note: Question asked of principals who reported that their school uses content standards.

[11]Berends and Kirby, et al., (in review) found that 14 percent of the highest-poverty elementary school principals reported that such standards were too rigorous for most of their students compared with less than 2 percent of the lowest-poverty school principals and even larger differences exist among secondary schools (30 percent versus less than 1 percent).

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- Teachers were asked about the appropriateness of standards and assessments for the students that they teach. Figure 5 shows the responses of elementary teachers and Figure 6 shows the responses of secondary teachers. Teachers in Title I schools with medium/high numbers of migrant students were more likely to rate the reading standards and assessments as "too hard" than were teachers in other schools, but the differences are not large.

Figure 5. Percentage of Teachers in Title I Elementary Schools Reporting that Reading Standards And Assessments were "Too Hard" for their Students, by Migrant Status of School

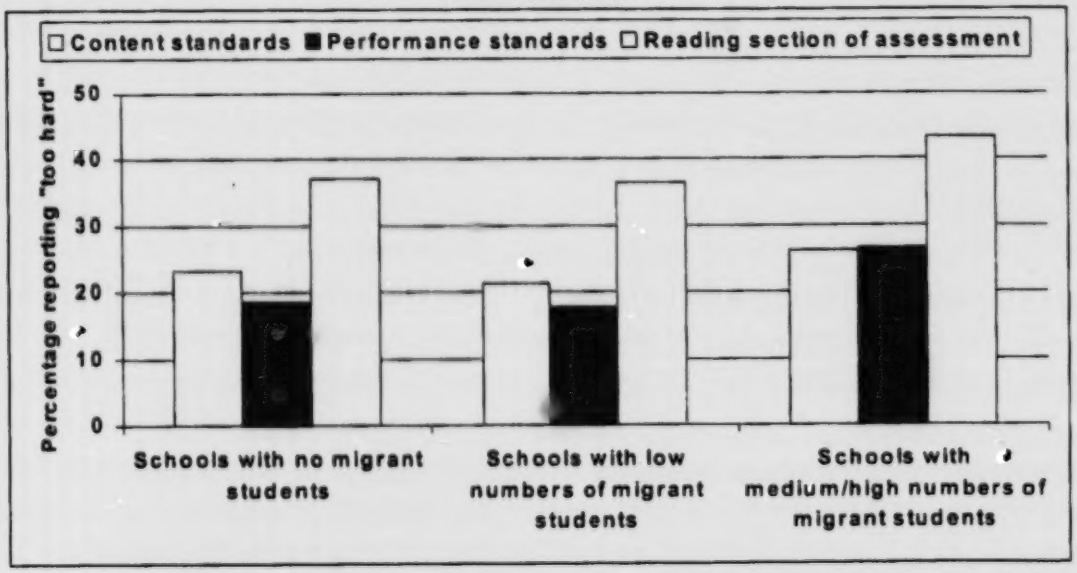

Figure reads: Of teachers in Title I elementary schools with no migrant students, 23.2 percent reported that content standards in reading were "too hard" for their students; 18.7 percent reported that performance standards in reading were "too hard" for their students; and 37.1 percent reported that the reading section of the assessment was "too hard" for their students.
Source: NLSS Teacher Survey, SY1998-1999, Section A, Q. TA10
Note: Question asked of reading teachers who reported that their school uses the respective standards/assessment.

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Figure 6. Percentage of Teachers in Title I Secondary Schools Reporting that Reading Standards and Assessments were "Too Hard" for their Students, by Migrant Status of School

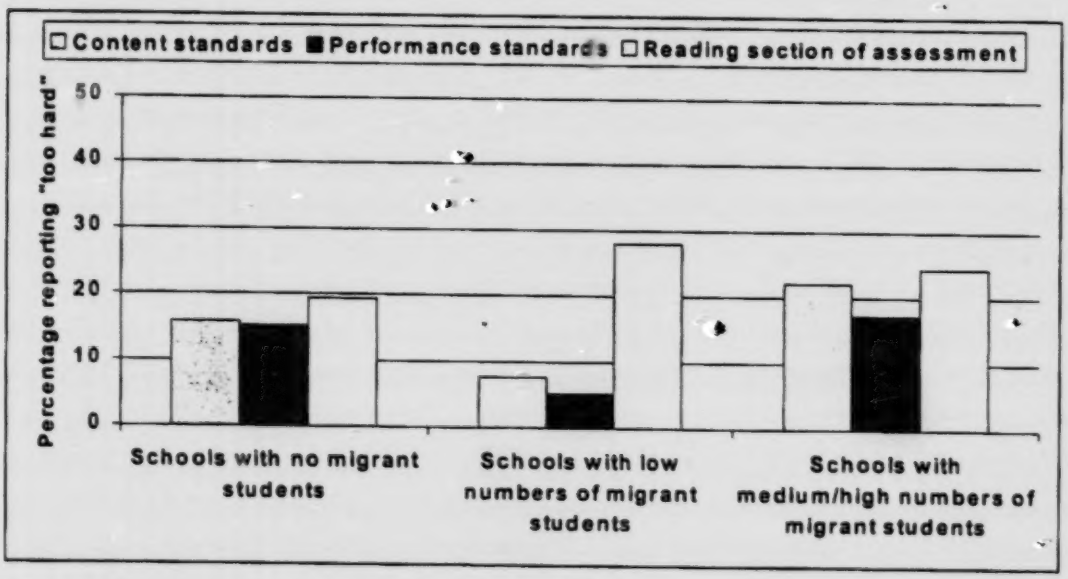

Figure reads: Of teachers in Title I secondary schools with no migrant students, 15.8 percent reported that content standards in reading were "too hard" for their students; 15.2 percent reported that performance standards in reading were "too hard" for their students; and 19.5 percent reported that the reading section of the assessment was "too hard" for their students.
Source: NLSS Teacher Survey, SY1998-1999, Section A, Q. TA10
Note: Question asked of Language Arts/English teachers who reported that their school uses the respective standards/assessment.

- The only difference that was statistically significant was between Title I elementary schools with no migrant students and Title I elementary schools with medium/high numbers of migrant students with respect to teacher reports regarding performance standards (and interestingly enough, between Title I schools with no migrant students and Title I schools with low numbers of migrant students at the secondary level, where teachers in Title I schools with low numbers of migrant students were *less* likely to report that performance standards were "too hard"). It is noteworthy that there were few differences in teacher reports regarding the appropriateness of the mathematics standards and assessments.

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- Principals in Title I schools with medium/high numbers of migrant students (similar to the highest-poverty school principals) were much more likely to report that they used alternate content or performance standards for their LEP students. For example, while 61 percent of the principals in Title I elementary schools with no migrant students reported using alternate content standards in reading to accommodate LEP students, almost 80 percent of the elementary principals of schools with medium/high numbers of migrant students did so, and this difference was statistically significant. Thirty percent of principals in Title I elementary schools with no migrant students reported that alternate performance standards for LEP students were used compared with 45 percent of principals in elementary schools serving medium/high numbers of migrant students.
- Principals were asked about barriers to using content standards with all students in their schools. Figure 7 shows the responses for elementary school principals. As expected, student mobility, diversity of student populations, and language barriers rank high for Title I schools serving medium/high numbers of migrant students, and the differences in principal reports between schools with medium/high number of migrant students and no migrant students were mostly significant. About 13 percent of school principals reported lack of parent support as a barrier, and there was little difference by migrant status of the school. This is different from what we found for Title I schools categorized by poverty status. Lack of parent support ranked highest among the highest-poverty schools, being cited as a barrier by 30 percent of elementary school principals and 35 percent of secondary school principals (Berends and Kirby, et al., in review).

Figure 7. Percentage of Elementary School Principals in Title I Schools Reporting That Selected Factors were a Barrier "To a Great Extent" to Using Content Standards with All Students, by Migrant Status of School

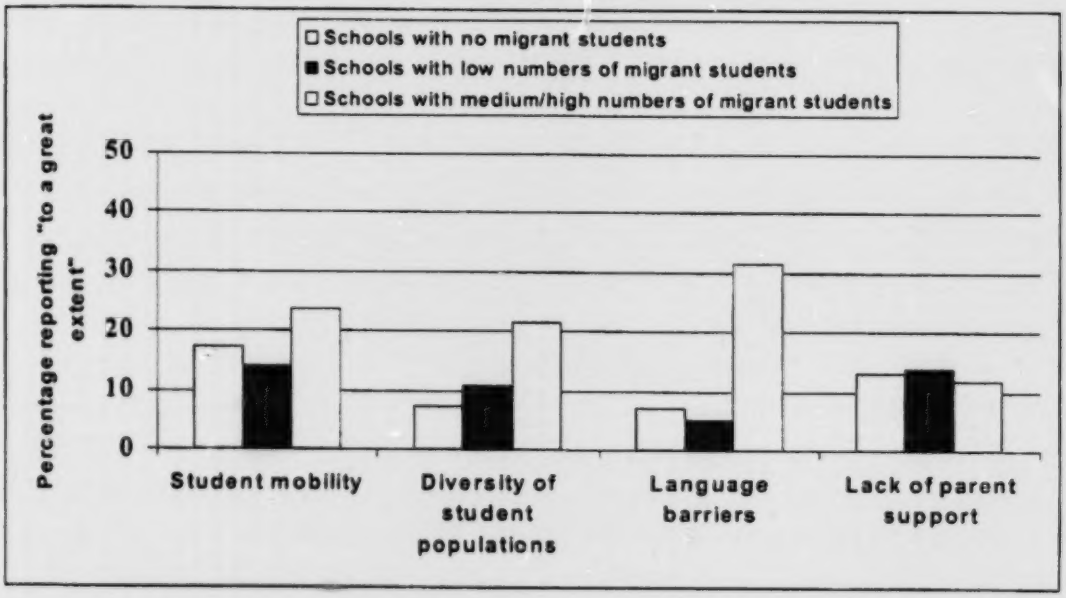

Figure reads: 17.2 percent of principals in Title I elementary schools with no migrant students, 14.1 percent of principals in Title I elementary schools with low numbers of migrant students, and 23.6 percent of principals in Title I elementary schools with medium/high numbers of migrant students reported that student mobility was a barrier "to a great extent" to using content standards with all students.

Source: NLSS Principal Survey, SY1998-1999, Section A. Q. PA8

Note: Questions asked of principals who reported that their school uses content standards.

- Figure 8 shows the participation of migrant students in the reading and mathematics assessments (in the grade levels tested). About 70 percent of migrant students in elementary schools with migrant students participated in the assessments; the percentage varied in secondary schools, depending on the migrant status of the school, with Title I schools with medium/high numbers of migrant students reporting a participation rate of around 90 percent. Lack of English proficiency, lack of instruments in the student's native language, exclusions because students had Individualized Education Programs (IEPs), and not being enrolled (or enrolled long enough) were the main reasons for non-participation of migrant students.

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Figure 8. Participation Rate of Migrant Students in Title I Schools in Reading and Mathematics Assessments, by School Level and Migrant Status Of Schoo

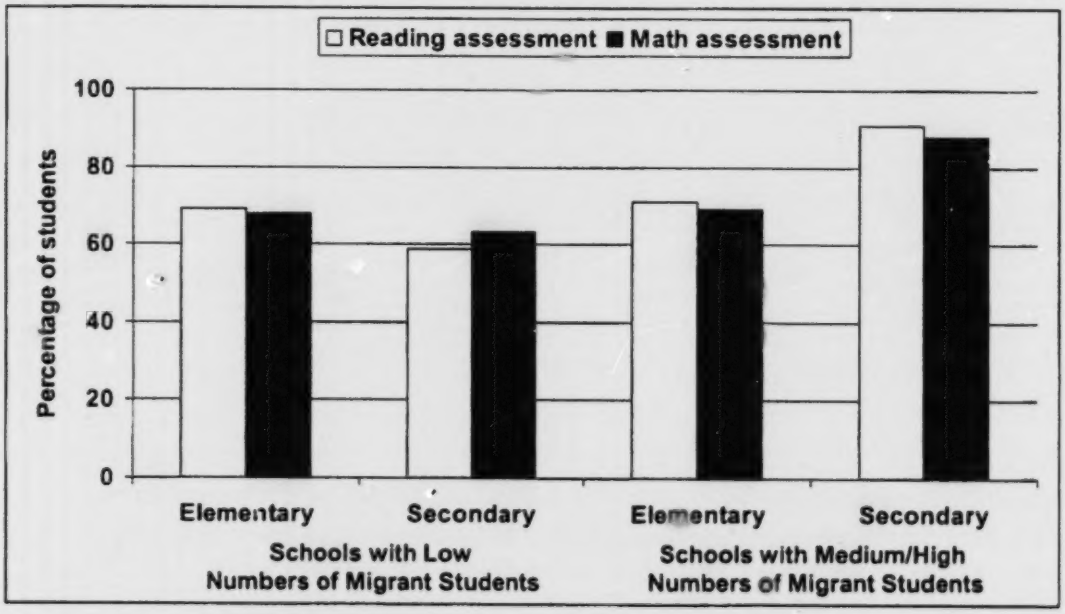

Figure reads: 71.2 percent of migrant students in Title I elementary schools with low numbers of migrant students participated in the reading assessment and 69.2 percent participated in the mathematics assessment.

Source: NLSS Principal Survey, SY1998-1999, Section A, Q. PA16, PA26

Note: Questions asked of principals who reported that their school uses the respective assessment.

- For students that did not participate in the reading or mathematics assessments, schools used substitute assessments, reading portfolios, and English proficiency testing to measure the progress of these students. Elementary schools with medium/high numbers of migrant students were more likely to report using reading portfolios (68 percent) and English proficiency testing (83 percent) than were Title I elementary schools with no migrant students (51 percent and 61 percent respectively). The difference with respect to English proficiency testing was statistically significant.
- About 63 percent of all Title I elementary school principals and 79 percent of secondary school principals reported that curriculum and instruction in their schools were aligned "to a great extent" with content and performance standards.

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- There was little difference by migrant status of the school.[12]

- About 48 percent of all Title I elementary school principals and about one-third of secondary school principals reported that content and performance standards had resulted in major changes in their instructional programs "to a great extent."
  - There was little difference between Title I schools with and without migrant students.

- States are required under Sec. 1111(b)(3)(I) of Title I of the ESEA, as amended, to provide state assessment data that are disaggregated for a variety of student subgroups in all schools and LEAs, if the data are statistically sound and final assessments are in place. However, states were not required to have final assessments in place until SY2000-2001, and many states were using transitional assessments at this time. Figure 9 shows the percentage of elementary schools that received assessment results summarized by different subgroups of students. These data are useful in showing what types of schools were receiving assessment results. Title I schools with medium/high numbers of migrant students were somewhat more likely to receive assessment results disaggregated by race/ethnicity, Title I participation, and poverty status, compared with other schools, and these differences were statistically significant. However, only one-quarter to one-third of these schools received results disaggregated by migrant status.

- About 90 percent of all Title I schools had an overall written annual or strategic plan and almost all these schools conducted a needs assessment as part of the plan.
  - These plans included Title I in well over 90 percent of schools with migrant students; in the Title I schools with no migrant students, inclusion of Title I in school plans was reported by 89 percent of elementary schools and 74 percent of secondary schools.[13] Almost all schools conducted a needs assessment as part of the plan.

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[12]We found that principals in the highest-poverty Title I schools were less likely to report great alignment between curriculum and instruction and standards compared with principals in lowest-poverty Title I schools (Berends and Kirby, et al., in review).

[13]The difference between Title I schools with no migrant students and Title I secondary schools with medium/high numbers of migrant students with respect to inclusion of Title I in school plans was statistically significant.

Figure 9. Percentage of Elementary School Principals in Title I Schools Reporting Receiving Assessment Information Summarized by Subgroups of Students, by Migrant Status of School

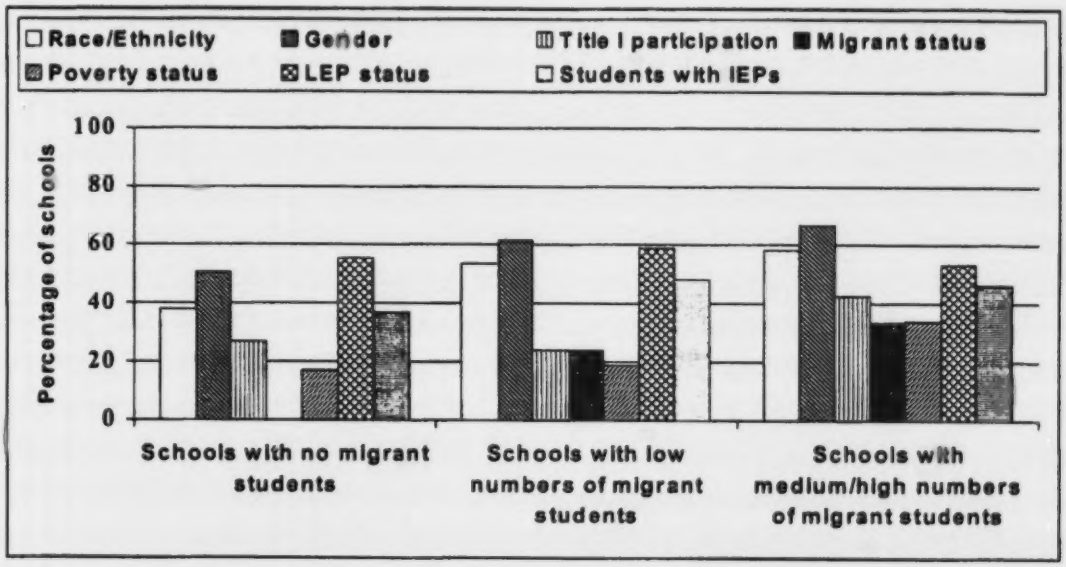

Figure reads: 37.7 percent of principals of elementary Title I school with no migrant students reported receiving assessment results disaggregated by race/ethnicity; 50.7 percent by gender; 27 percent by Title I participation; 0 percent by migrant status; 16.8 percent by poverty status; 55.4 percent by LEP status; and 36.9 percent by whether students had IEPs or not.

Source: NLSS Principal Survey, SY1998-1999, Section A, Q. PA36

Notes: Question asked of principals who reported that their school uses a math or reading assessment.

Question regarding migrant status and LEP status were only asked of principals who reported that their school contains a certain level of the special population (any migrant students or 10 percent or more LEP students).

- Not surprisingly, Title I principals of schools serving medium/high numbers of migrant students were much more likely to report that the Migrant Education staff played a role in developing the plan than Title I principals of schools with low numbers of migrant students.[14] For example, 33 percent of elementary and 43 percent of secondary Title I principals in schools with low numbers of migrant students reported involving the Migrant Education staff

[14]Strang and von Glatz (1999) reported that schoolwide programs that use Migrant Education Program funds are required to include migrant advocates in their planning.

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in the plan compared with 66 percent and 84 percent of principals in schools with medium/high schools numbers of migrant students. These differences were statistically significant.

- Principals of Title I schools with medium/high numbers of migrant students were also much more likely to report involving parents of migrant students in the annual plan than principals in Title I schools with low numbers of migrant students. For example, 46 percent of principals in Title I elementary schools serving low numbers of migrant studetns reported involving parents of migrant students compared with well over 80 percent of principals in Title I elementary schools that serve medium/high numbers of migrant students, and differences were statistically significant at both the elementary and secondary levels.

- Overall, about 30-45 percent of principals in schools with migrant students reported involving community members with expertise in migrant populations in their school planning process.

- Title I schools with medium/high numbers of migrant students were much more likely to have quantifiable goals for how far they expect their students to advance each year, as well as written comprehensive plans to improve student achievement, compared with Title I schools with no or low numbers of migrant students.[15] For example, 92 percent of elementary and 81 percent of secondary principals in Title I schools with medium/high numbers of migrant students reported having quantifiable goals compared with 80 percent of elementary and 60-66 percent of secondary school principals in other Title I schools. The difference between Title I schools with medium/high numbers of migrant students and Title I schools with no migrant students was statistically significant at the elementary level. Similarly, 94 percent of elementary Title I schools with medium/high numbers of migrant students reported having written plans to improve student achievement in reading compared with 83 percent of elementary Title I schools with no migrant students; the comparable numbers for mathematics were 88 percent and 78 percent. Both these differences were statistically significant.

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[15]This was true of the highest-poverty Title I schools as well, where between 80-90 percent of these schools had quantifiable goals. This was significantly higher than the percentage of lowest-poverty Title I schools with such goals (Berends and Kirby, et al., in review).

- In elementary Title I schools with medium/high numbers of migrant students, quantifiable goals for student progress were less likely to be set by the school compared with Title I schools with no or low numbers of migrant students, where about half the principals reported that the school set such goals.

PROVISION OF TITLE I SERVICES

- About 57 percent of all Title I elementary and 49 percent of all secondary school principals reported that Title I funding priorities in their schools have changed in recent years.
    - A greater percentage of secondary school principals in schools with migrant students (70 percent) reported that priorities in their school for the use of Title I funds have changed in the last three years compared with their counterparts in Title I schools with no migrant students (37 percent).
- By design, the 1994 reauthorization of Title I aimed to increase the flexibility of identifying students for services, minimize pullout programs, extend learning time, promote schoolwide reform, promote use of federal resources to support school improvement in high-poverty schools, increase the coordination of Title I funds with other federal programs, and promote parent involvement, particularly school-parent compacts. Both at the elementary and secondary levels in the NLSS, the principal-reported effects of changes in Title I legislation were noticeably larger in Title I schools with medium/high numbers of migrant students than in Title I schools with no or low numbers of migrant students. For example, elementary principals in Title I schools with medium/high numbers of migrant students were significantly more likely to report that changes in Title I legislation had led to greater flexibility in identifying students for services, the ability to extend learning time, use of school-parent compacts, use of student performance results for continuous improvement, and the ability to use federal resources to support overall school improvement efforts compared with Title I schools with no or low numbers of migrant students. Many of these differences are largely attributable to the higher proportion of schoolwides among Title I schools with medium/high numbers of migrant students than among Title I schools with no migrant students; schoolwides are better able to

exploit more fully the flexibility and integration of funds allowed under the 1994 Title I provisions than schools operating targeted assistance programs.[16]

- About 65-74 percent of elementary principals in the three types of schools reported that students were selected to receive Title I services in their school. The vast majority (90 percent) of all elementary principals reported that performance on standardized tests (administered in English) and teacher judgement were used to select students, and over two-thirds of the principals reported using class grades, English language proficiency tests and parent consultation. Much higher percentages of principals in Title I schools with medium/high numbers of migrant students (65 percent of elementary and 90 percent of secondary principals) reported using scores on standardized tests administered in languages other than English to select students, compared with 44 percent of elementary principals and about 60 percent of secondary principals in Title I schools with no migrant students.
- Principals were asked how migrant students were selected to receive Title I services if they enrolled in the school after the time when selection for Title I occurred. In such an event, schools with migrant students reported using a variety of information sources to select migrant students for Title I services—reviewing previous school records, where available; relying on teachers' judgement; and consulting with parents. Title I principals in schools serving low numbers of migrant students were more likely to report relying on grade level compared with Title I principals of schools serving medium/high numbers of migrant students, and this difference was statistically significant at the elementary level.
- A vast majority of all Title I elementary schools offered supplemental reading instruction and about two-thirds offered supplemental mathematics instruction. These were all largely funded by Title I funds.
    - Well over 80 percent of secondary schools serving migrant students reported offering supplemental instruction in both Language Arts/English and mathematics compared with around half of the Title I secondary schools with no migrant students, and this difference was statistically significant.

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[16]For example, we found that 56 percent of elementary schoolwide principals reported that changes in Title I legislation helped their school apply content standards to all students, compared with 28 percent of principals in targeted assistance elementary schools (Berends and Kirby, et al., in review). In some cases, the differences between schoolwide and targeted assistance schools were larger in secondary schools.

- Overall, 87 percent of elementary and 85 percent of secondary school principals reported that their school has in-class services, and most reported funding these through Title I funds.
    - There was no significant difference by migrant status of the school.
- About 70 percent of elementary and 56 percent of secondary school principals reported having pullout services; again, these were largely funded through Title I.
    - The incidence of pullout services was somewhat lower in elementary Title I schools with medium/high numbers of migrant students, due to the higher proportion of schoolwide programs among these schools.
- Principals were also asked about the services and programs that extended the learning time of students. Overall, about 82 percent of Title I schools with no migrant students offered programs to extend the learning time of students (weekend programs, before- or after-school programs, or summer programs) compared with 88 percent of schools with migrant students.
- About half of all Title I schools offered before- or after-school programs; and about two-thirds offered summer or intersession programs.
    - The percentage of elementary schools with medium/high numbers of migrant students offering before- or after-school programs was significantly higher than Title I elementary schools with no migrant students (74 percent versus 54 percent).
    - A significantly larger number of secondary schools with migrant students reported having summer or intersession programs compared with Title I secondary schools with no migrant students.[17]
- A higher percentage of Title I principals in schools with medium/high numbers of migrant students reported having a class size reduction initiative compared with Title I principals of schools with no migrant students, and these differences were statistically significant. This initiative was only partly funded through Title I funds.
- Improving services to support parent involvement in schools was a critical component of the 1994 reauthorization. A signficantly higher proportion (about four-fifths) of principals in Title I elementary schools with medium/high numbers of

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[17]Similar differences were found between the lowest and highest Title I poverty schools (Berends and Kirby, et al., in review).

migrant students reported having parent training services (largely funded through Title I) compared with about two-thirds of principals in Title I elementary schools with no migrant students. Similarly, nearly half of secondary principals in schools with medium/high numbers of migrant students reported having training for parents compared with only 37 percent in Title I schools with no migrant students. Schools with migrant students were also somewhat more likely to have a parent liaison.[18]

- Overall, 91 percent of principals in all Title I schools reported having teacher aides in their schools, and 63 percent reported using Title I funds for these services.
    - However, the proportion who reported funding them with Title I was significantly higher in Title I schools with medium/high numbers of migrant students compared with Title I schools with no migrant students, at both the elementary and secondary school levels. For example, of schools that employed teacher aides, 84 percent of Title I elementary schools with medium/high numbers of migrant students used Title I funds to pay for these teacher aides, compared with 64 percent of Title I elementary schools with no migrant students.[19]
- About 20 percent of Title I schools with low numbers of migrant students and 60 percent of Title I schools with medium/high numbers of migrant students reported receiving Title I, Part C funds for migrant education programs and 30-55 percent of schools with migrant students reported coordinating migrant services with Title I, Part A services "to a great extent."[20]

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[18]In the highest-poverty Title I schools, 80 percent of both elementary and secondary schools reported having training for parents compared with 71 percent of elementary and 25 percent of secondary lowest-poverty schools (Berends and Kirby, et al., in review).

[19]We found equally large differences by poverty level of the school in the proportion of schools that funded teacher aides through Title I funds. For example, the percentage of principals that reported funding them with Title I funds was highest in the highest-poverty schools at both the elementary and secondary school levels—about 70 percent compared with a little over 45 percent in the lowest-poverty schools, and both these differences were statistically significant (Berends and Kirby, et al., in review).

[20]Strang and von Glatz (1999) reported that only one-third of the surveyed schoolwide schools with migrant students indicated they combined MEP funds with other federal funds in implementing their schoolwide programs. School personnel in some of the case study schools that did not combine MEP funds in their schoolwide programs cited reasons for not doing so: MEP funds were spent at the district level and thus were not available to schools; migrant program staff were concerned about maintaining accountability for MEP funds spent by the school; and concern on the part of MEP staff that migrant student needs not be overlooked.

- Principals were asked about the extent to which their school combined federal funds with funding from other sources. Overall, about 30 percent of all Title I elementary school principals and 38 percent of Title I secondary school principals reported that they combined federal funds with other funding sources "to a great extent."
    - A higher percentage of principals in Title I schools with medium/high numbers of migrant students (43-45 percent) reported coordinating federal funds with other sources than principals in Title I schools with no migrant students (31-32 percent), largely because of the flexibility afforded them as schoolwide schools, although the difference was not statistically significant.
- When asked about the the challenges they faced in this coordination, Title I elementary schools with no migrant students were much more likely to cite district and state control over the use of funds and uncertainty over what was allowed as challenges, compared with elementary schools with migrant students. For example, 68 percent of principals of Title I elementary schools with no migrant students reported that district control over use of funds was a challenge compared with only 42 percent of elementary principals in Title I schools with medium/high numbers of migrant students, and this difference was statistically significant. These differences may be partly attributable to the higher proportion of schoolwides among schools with migrant students.
- Principals were also asked what they would cut back on if Title I funds were not available. In the NLSS, over 90 percent of Title I principals reported that they would cut back on teacher aide positions, and 86 percent reported that they would cut back on teaching positions. About half of the principals reported that they would cut back professional development opportunities and parent involvement activities. The percentages reporting cutbacks in these various areas at the elementary level were higher in Title I schools with medium/high numbers of migrant students compared with Title I schools with no migrant students.
- A significantly higher percentage (63 percent) of elementary principals in Title I schools with medium/high numbers of migrant students reported that they would cut back on computers compared with 43 percent of elementary principals in Title I schools with no migrant students. This is not surprising given that other research (for example, the *Study of Education Resources and Federal Funding*) found that federal funds were a significant source of support for new computers in high-poverty schools. For example, Title I funds paid for 26 percent of new computers in the

highest-poverty schools compared with 4 percent of new computers in the lowest-poverty schools (Chambers et al., 1999).

PROFESSIONAL DEVELOPMENT IN TITLE I SCHOOLS

- Almost all teachers (94 percent) in Title I schools, regardless of migrant status of the school, reported that they received professional development in the past 12 months. Teachers reported participating in a wide range of professional development activities during the last year. However, as we discuss below, teachers reported that there were several types of professional development that they did not experience. In particular, secondary school teachers (particularly those teaching in Title I schools with medium/high numbers of migrant students) were much more likely to report non-participation in these activities than elementary school teachers.
- In general, over 80 percent of all teachers in Title I schools reported receiving professional development in instructional strategies or subject area content, but the percentage was lower in Title I secondary schools with medium/high numbers of migrant students.
    - About 63 percent of teachers in Title I secondary schools with medium/high numbers of migrant students received professional development in content area compared with 84 percent of teachers in Title I secondary schools with no migrant students, but the difference was not statistically significant.
- A little more than half of all elementary teachers and 40 percent of all secondary teachers received professional development in strategies to teach low-achieving students.
    - There was little difference by migrant status of the school.
- As expected, teachers in Title I schools with medium/high numbers of migrant students were significantly more likely to participate in professional development in instructional strategies for teaching special population students compared with teachers in Title I schools with no migrant students. However, even in Title I schools with medium/high numbers of migrant students, about 65-70 percent of teachers reported they did not receive professional development in instructional strategies to teach migrant students.
- Between 17 and 33 percent of teachers in Title I schools received professional development in strengthening parent involvement.

- The percentage was somewhat lower among teachers in Title I secondary schools with medium/high numbers of migrant students (18 percent compared with 27 percent of teachers in Title I secondary schools with no migrant students).

- Between 74 and 77 percent of teachers received professional development in the use of technology.
  - The percentage was somewhat lower in Title I schools with medium/high numbers of migrant students (69 percent in elementary schools and 63 percent in secondary schools).

- For all Title I schools, we found that for the majority of the professional development activities considered, if teachers received the professional development, over half reported that it led them to change their teaching practice (Berends and Kirby, et al., in review). Professional development in the use of technology appeared to be the most effective, with about 65 percent reporting that it led to changes in their teaching practice, while professional development in parent involvement strategies had the least impact on teaching practice, as less than 30 percent of teachers reported that it led them to change their teaching practice.

- Figure 10 shows the types of professional development desired by teachers in elementary schools who wanted additional professional development in the past year. Instructional strategies for teaching low-achieving students and use of technology ranked highest among all the types of professional development, being desired by over 80 percent of all teachers.
  - Teachers in Title I schools with medium/high numbers of migrant students were more likely to report they desired these particular types of professional development than teachers in Title I schools with no or low numbers of migrant students. Differences between percentages of teachers in Title I schools with medium/high numbers of migrant students and in Title I schools with low numbers of migrant students desiring professional development in instructional strategies for teaching low-achieving students and use of technology were statistically significant.

Figure 10. Percentage of Elementary Teachers in Title I Schools Reporting Selected Types Of Professional Development They Would Have Liked to Experience, by Migrant Status of School

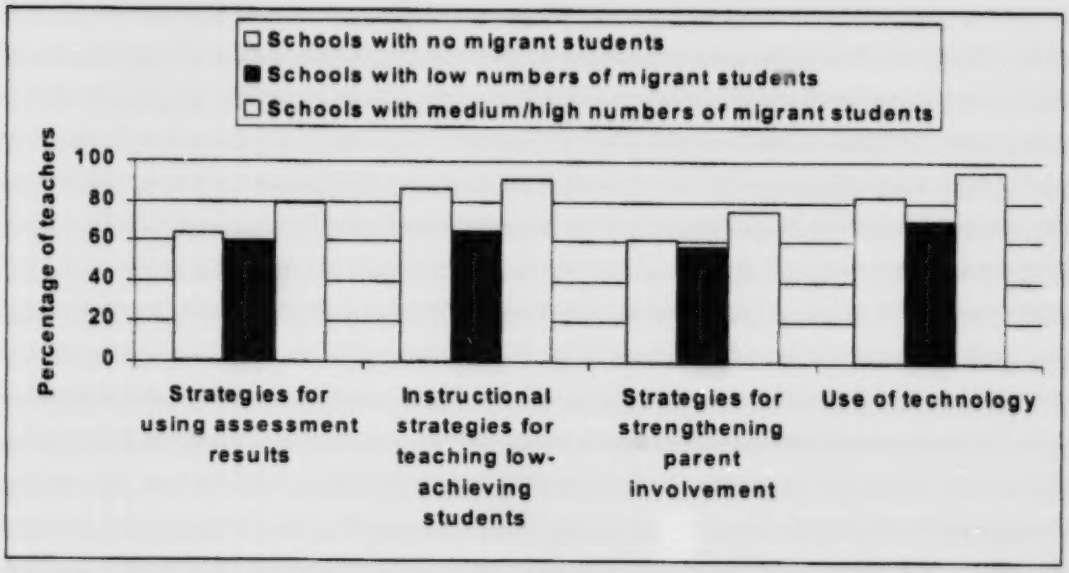

Figure reads: Among teachers who wanted additional professional development, 64.2 percent of teachers in Title I schools with no migrant students, 60.4 percent of teachers in Title I schools with low numbers of migrant students, and 79.3 percent of teachers in Title I schools with medium/high numbers of migrant students reported they would have liked to have received professional development in strategies for using assessment results.
Source: NLSS Teacher Survey, SY1998-1999, Section D, Q. TD5

- Among the teachers of migrant students who wanted additional professional development, about 60 percent of elementary teachers and 84 percent of secondary teachers reported they would have liked professional development in instructional strategies to teach migrant students in the past year (see Figure 11).[21]
    - This was particularly true of teachers in Title I schools with medium/high numbers of migrant students. For example, 93 percent of secondary teachers in these schools who had not received professional development in instructional strategies to teach migrant students in the past year reported they would have liked professional development in this area compared with 70 percent of secondary teachers in Title I schools with low numbers of migrant students. The differences, however, were not statistically significant at either the elementary or secondary level.

[21] This question was asked only of teachers who reported teaching any migrant students.

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Figure 11. Percentage of Teachers in Title I Schools Reporting They Would Have Liked Professional Development in Instructional Strategies to Teach Migrant Students, by Migrant Status of School

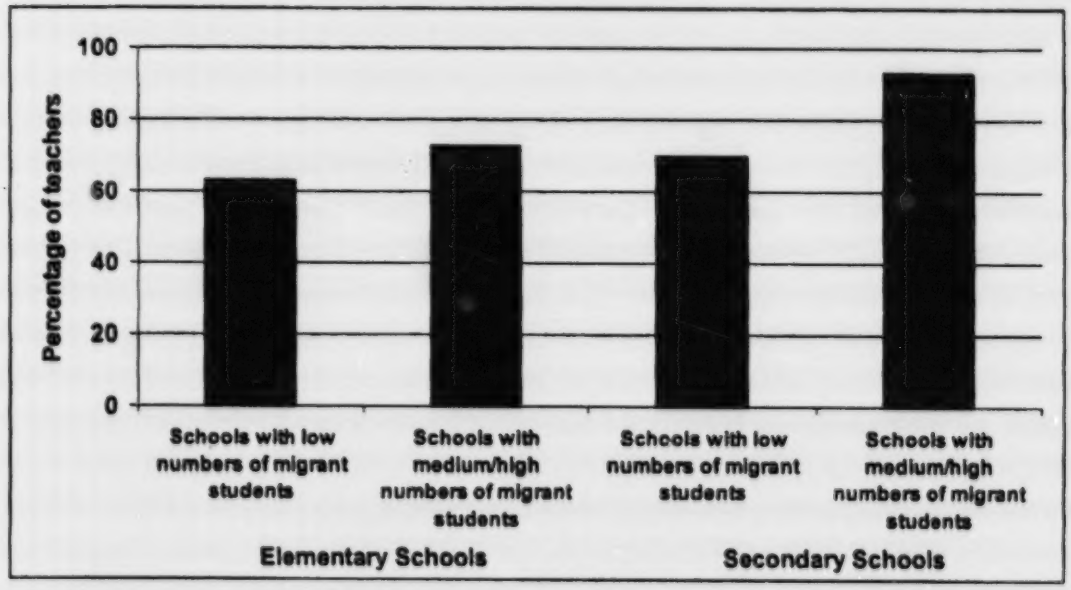

Figure reads: Among teachers of migrant students who wanted additional professional development, 63.1 percent of teachers in Title I schools with low numbers of migrant students reported they would have liked professional development in instructional strategies to teach migrant students.
Source: NLSS Teacher Survey, SY1998-1999, Section D, Q. TD5

- Nearly all of Title I school principals (97 percent) reported that they had teacher aides in their school, and 88 percent of the principals (96 percent in Title I schools with medium/high numbers of migrant students)[22] reported that teacher aides are included in professional development activities. While a large percentage of the schools include teacher aides in their professional development activities, few districts have career ladders for these aides as reported by principals (30 percent).
    - However, elementary schools with migrant students were more likely to be in districts that had career ladders for aides compared with Title I schools with no migrant students (39 percent versus 26 percent).

[22]The difference between Title I schools with medium/high numbers of migrant students and Title I schools with no migrant students with respect to this question was statistically significant.

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- In addition, these schools were more likely to report funding for higher education classes (37 percent versus 22 percent) or for getting a high school diploma or GED (11 percent versus 7 percent), and release time for higher education classes (35 percent versus 30 percent).

TEACHER PERCEPTIONS OF STUDENTS' MATHEMATICS ABILITIES[23]

- Both elementary and secondary teachers of mathematics were asked about how they would rank their own students relative to students nationally and internationally.
  - Among all Title I elementary schools, about two-thirds of the teachers ranked their students in the top half of the national distribution. There was little difference by migrant status of the school.
  - Among secondary schools, teachers in schools with migrant students ranked students somewhat lower than teachers in Title I schools with no migrant students. For example, while a little more than half the teachers in schools with migrant students ranked their students in the top half of the national distribution, two-thirds of teachers in Title I schools with no migrant students did so. Similarly, teachers in secondary schools with migrant students ranked their students lower relative to international students compared with teachers in Title I schools with no migrant students. For example, 43 percent of secondary mathematics teachers in Title I schools with no migrant students ranked their students in the top 50 percent internationally compared with only 14 percent of teachers in Title I schools with medium/high numbers of migrant students. These differences in teacher rankings were similar to differences we found among teachers in the highest-poverty and lowest-poverty schools (Berends and Kirby, et al., in review).

MATHEMATICS COURSEWORK IN SECONDARY SCHOOLS

- High school mathematics chairs were also asked about the courses taken by seniors in their schools. The difference between the typical courses that graduating seniors in Title I schools with no migrant students and Title I schools with medium/high

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[23]This was not asked of reading/Language Arts/English teachers.

numbers of migrant students have taken in mathematics is quite striking, as Figure 12 shows.[24]

- Over 90 percent of seniors in the Title I schools with no or low numbers of migrant students have taken Algebra 1 compared with less than 60 percent in Title I schools with medium/high numbers of migrant students.

Figure 12. Percentage of Graduating Seniors in Title I High Schools That Have Taken Selected Courses in Mathematics, by Migrant Status of School

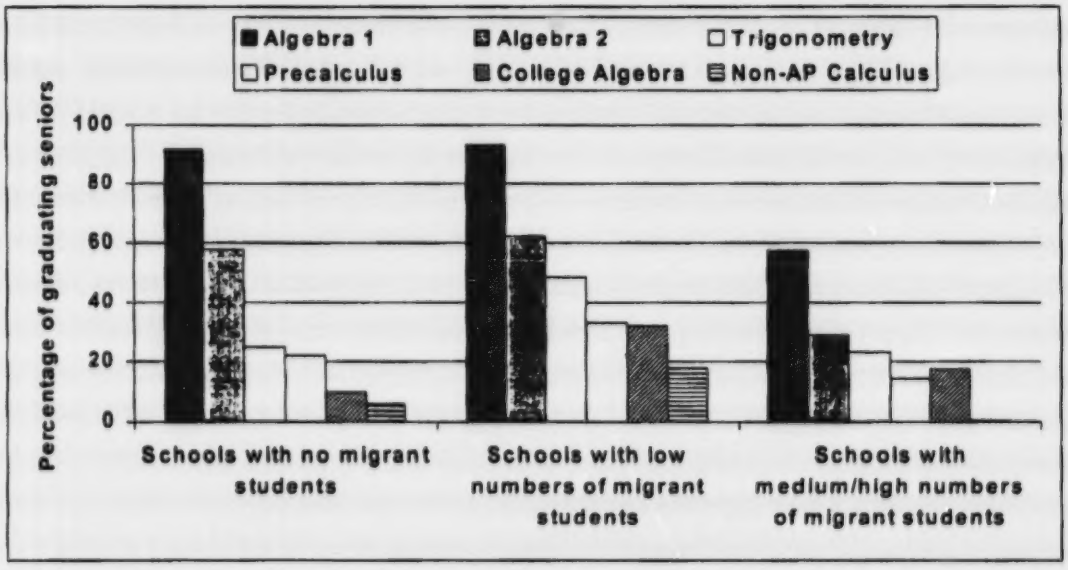

Figure reads: Mathematics chairpersons in Title I high schools with no migrant students reported that 91.6 percent of graduating seniors have taken Algebra 1; 58.1 percent have taken Algebra 2; 25.4 percent Trigonometry; 22.3 percent Precalculus; 9.8 percent College Algebra; and 6.2 percent Non-AP Calculus, prior to graduation.
Source: NLSS Teacher Survey, SY1998-1999, Section B, Q. TB11
Note: Question asked of high school mathematics chairs.

- Sixty percent have taken Algebra 2 compared with less than 30 percent in Title I schools with medium/high numbers of migrant students.
- Generally, fewer seniors in Title I schools with medium/high numbers of migrant students have taken higher-level mathematics courses compared with seniors in other schools with one exception, College Algebra, where the

[24]We found similar differences between the highest-poverty and lowest-poverty Title I schools (Berends and Kirby, et al., in review).

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percentage is higher in Title I schools with medium/high numbers of migrant students than Title I schools with no migrant students.

PARENT INVOLVEMENT STRATEGIES

- The vast majority of principals in all Title I schools reported sharing school documents with parents. For instance, over 90 percent of principals in schools having school plans or school improvement plans reported sharing those plans with parents, and about 85 percent reported sharing school performance profiles or school report cards with parents. About 88 percent of elementary and 65 percent of secondary school principals (higher in schools with migrant students) provided copies of content and performance standards to parents (Berends and Kirby, et al., in review).
    - There was little difference by migrant status of the school.
- Not surprisingly, principals in schools with migrant students, especially in Title I schools with medium/high numbers of migrant students, were much more likely to translate school documents into languages other than English for parents with limited English proficiency. For example, among Title I schools with medium/high numbers of migrant students, about 88 percent of elementary and 73 percent of secondary school principals did so, compared with 24 percent of elementary and 17 percent of secondary school principals in Title I schools with no migrant students.
- Although every school that receives Title I funds is required to develop a school-parent compact, not all schools have developed and implemented school-parent compacts. Among elementary schools, 73 percent of school principals in Title I schools with no or low numbers of migrant students reported using and sharing school-parent compacts with parents compared with 86 percent of principals in Title I schools with medium/high numbers of migrant students. This may be partly due to the higher proportion of Title I schoolwides among the Title I schools with medium/high numbers of migrant students: schoolwides are more likely to have established school-parent compacts than schools with targeted Title I programs. Among secondary schools, 60 percent of Title I schools with no migrant students had school-parent compacts compared with 83 percent of Title I schools with low numbers of migrant students and 75 percent of Title I schools with medium/high numbers of migrant students. Elementary schools with migrant students also were more likely to ask all parents to participate in school-parent compacts rather than

just parents of Title I students (again, this may be driven by the fact that many of these schools operate schoolwide programs).

- Approximately 80 percent of all Title I principals using school-parent compacts reported monitoring the progress of school-parent compacts on an ongoing basis. Almost all principals relied on verbal feedback from parents and school personnel, and records of parent involvement (including parents of migrant and LEP students in schools with these students), while surveys of parents and school personnel were used less frequently.
    - There was little difference by migrant status of the school.
- The information from monitoring school-parent compacts was primarily used in parent-teacher conferences. About half of the principals of elementary schools with migrant students used this information in teacher evaluations compared with 35 percent of principals in Title I elementary schools with no migrant students.
- Elementary teachers in Title I schools with medium/high numbers of migrant students were significantly more likely to report using school-parent compacts than teachers in Title I schools with no migrant students (66 percent versus 56 percent). In secondary schools, about 43 percent of teachers reported using school-parent compacts. The difference in elementary teacher reports may largely be due to the higher percentage of schoolwides among Title I schools with medium/high numbers of migrant students. Our earlier work (Berends and Kirby, et al., in review) found that teachers in all Title I schoolwides were significantly more likely to use compacts than teachers in schools operating targeted assistance programs.
- About 85 percent of all teachers using school-parent compacts discussed the compact at parent-teacher conferences.
    - About half the teachers in Title I elementary schools with medium/high numbers of migrant students reported that they found the compact useful "to a great extent" in discussing shared responsibilities compared with 26 percent of teachers in Title I elementary schools with no migrant students, and the difference was statistically significant.
    - However, teachers in Title I secondary schools with no migrant students were significantly more likely to report finding the compact useful than were teachers in secondary schools with migrant students.

- Schools used a variety of strategies to promote parent involvement—using parents as volunteers, encouraging them to serve on school committees, training parents to work with their children at home, involving them in family nights at school, hosting social events, and providing individual student assessment results. Figure 13 shows some strategies that were used to a greater degree by elementary schools with migrant students, including employing parents as classroom aides, providing workshops or social support services for parents, and providing translations of school documents.

- Almost all school principals reported that parents were given interim report cards, asked to sign off on homework, and/or given positive notes or phone calls from teachers. Only about a quarter of the schools had school-sponsored homework hotlines and 40-50 percent provided information on school web sites. Principals in schools with migrant students were significantly more likely than principals in Title I schools with no migrant students to report that parents were given examples of work that meets high standards. Principals in schools with migrant students were also more likely to report notifying parents about children's ability-group placements, but the difference was not statistically significant.

Figure 13. Percentage of Elementary *Principals in Title I Schools Reporting Selected* Strategies to Encourage Parent Involvement, by Migrant Status of School

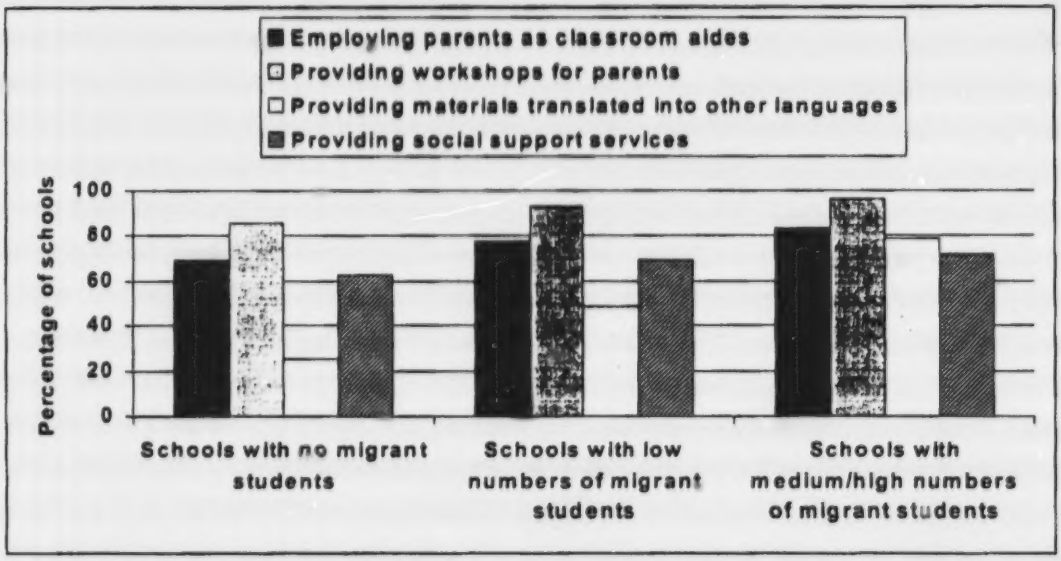

Figure reads: 69.1 percent of principals in Title I elementary schools with no migrant students reported their school employed parents as classroom aides; 85.3 percent reported providing workshops for parents; 25.7 reported providing materials translated into other languages; and 62.8 percent reported providing social support services for parents.
Source: NLSS Principal Survey, SY1998-1999, Section F, Q. PF7

- About 70 percent of elementary teachers in schools with migrant students felt they communicated to a moderate or great extent with parents of migrant students. This was true of a smaller percentage of secondary teachers – about 35 percent of teachers in Title I schools with low numbers of migrant students and 60 percent of teachers in Title I schools with medium/high numbers of migrant students.
- When asked about how teachers communicated with parents with limited English proficiency, less than half of the teachers (45 percent) reported that they communicated directly in a common language.
    - A higher percentage of teachers in elementary schools with medium/high numbers of migrant students (65 percent) were able to communicate in a common language compared with teachers in other Title I elementary schools (43 percent).

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- About 64 percent of elementary teachers and 30 percent of secondary teachers reported requiring parents to sign off on students' homework at least once a week or more frequently.
    - There was little difference by migrant status of the school.
- About 30 percent of all teachers in elementary Title I schools reported sending home reading and mathematics activities for parents to do with students at home.
    - There was little difference by migrant status of the school.
- Teachers in general were more likely to report that parent involvement efforts resulted in improved attendance and promptness, rather than improved rates of homework completion.
    - Again, there was little difference by migrant status of the school.

AVAILABILITY AND USE OF TECHNOLOGY

- Almost 90 percent of schools had a school plan that included a goal for using technology to improve student instruction, and about three-quarters of schools had a computer or technology coordinator.
    - A higher proportion of Title I schools with medium/high numbers of migrant students reported having technology coordinators than Title I schools with no migrant students, and this difference was statistically significant.
- Fifty-six percent of classrooms in Title I elementary schools with no migrant students had computers that were linked to the Internet, compared with 47 percent in Title I schools with medium/high numbers of migrant students.[25]
- Lack of teacher knowledge about how to integrate technology into the curriculum was a major barrier in using technology for instructional purposes for over 70 percent of all Title I schools. Other major barriers were lack of software that is integrated with the school's curriculum and insufficient equipment, especially for schools with migrant students.

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[25]The differences by poverty status were much larger than that reported here. For example, over 70 percent of classrooms in the lowest-poverty elementary Title I schools had computers connected to the Internet compared with less than 40 percent in the highest-poverty Title I schools (Berends and Kirby, et al., in review).

- Principals in secondary schools with migrant students were especially likely to report barriers to using technology for instructional purposes, and many of the differences between Title I schools with medium/high numbers of migrant students and Title I schools with no migrant students at the secondary level were statistically significant.

SCHOOLS IDENTIFIED AS IN NEED OF IMPROVEMENT[26]

- Between 10 and 20 percent of schools were identified as in need of improvement by the districts. Elementary schools serving migrant students were more likely to be identified as in need of improvement than Title I schools with no migrant students (17-20 percent versus 11 percent),[27] but the difference was not statistically significant.
- Principals of schools with migrant students – particularly in Title I schools with medium/high numbers of migrant students – were somewhat more likely to report that they did not know what their district considered adequate yearly progress or substantial progress. For example, 42 percent of elementary principals and 56 percent of secondary principals in Title I schools with medium/high numbers of migrant students reported that they did not know their district metrics of performance compared with 34 percent of elementary principals and 38 percent of secondary principals in Title I schools with no migrant students.
- Of those who were familiar with district measures of progress, about 37 percent seemed to feel that these measures were not adequate to judge the school's performance.
    - Principals in schools with migrant students were more likely to report that these measures of progress were inadequate compared with principals of Title I schools with no migrant students. For example, about half of principals in elementary schools with migrant students disagreed with the statement that their district's measures of progress were adequate to judge

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[26]The unweighted sample sizes for migrant schools in this section are very small: 37 Title I schools with low numbers of migrant students and 35 Title I schools with medium/high numbers of migrant students. Because of this, this section largely focuses on findings across all schools.

[27]However, some principals denied that their school had been so identified, especially at the elementary level. As a result, about 8-9 percent of principals in Title I schools with no migrant students and 12-15 percent of principals in schools with migrant students answered this set of questions.

the school's performance, compared with about a third of the principals in Title I elementary schools with no migrant students. However, this difference was not statistically significant.

- A little less than half (47 percent) of schools reported receiving additional technical assistance or professional development as a result of being identified as in need of improvement; this assistance was largely provided by the district, state, and school support team.
- About three-quarters of schools identified as in need of improvement implemented additional strategies, including more family and community involvement, revising or developing a school plan, more professional development, closer supervision of school decisions, and adopting a new, comprehensive model program.
    - Among schools with special population students, about half of the schools with migrant students implemented teaching and learning strategies for migrant students, and 87 percent of those with LEP students implemented strategies focused on LEP students.

SCHOOLS ADOPTING COMPREHENSIVE SCHOOL REFORM MODELS

- About 31 percent of Title I schools overall had adopted comprehensive school reform models.[28]
    - Title I elementary schools with medium/high numbers of migrant students were slightly more likely (35 percent) and secondary schools with medium/high numbers of migrant students were somewhat less likely (24 percent) to report adopting a comprehensive model than other Title I schools.
- The majority of principals reported that their school became involved with a reform model because the model matched the school's needs assessment and research. A variety of factors influenced model choice. While almost all principals cited factors such as a comprehensive approach and the research evidence as important in the

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[28]The data in this section represent the answers given by each principal on *one* model in their school. While 75 percent of schools that adopted models selected only one model, 25 percent reported having 2-5 models. In order to provide weighted estimates, we needed to identify one model per school. Ideally, we would have chosen the primary model used in the school, but such a question was not contained in the 1998-1999 NLSS. As a result, we chose the model that was farthest along in the implementation process. In cases of a tie, we decided on the basis of strict adoption; then length of implementation; and, lastly, named models (of which there were 23 in the survey) were chosen over models that were coded as "other."

choice of a model, more practical factors such as ease of implementation and affordability were somewhat less important.

  - There was little difference by migrant status of the school.

- The majority of the principals in schools (elementary or secondary) serving migrant students (well over 80 percent) reported that the model was already partially or mostly implemented in their school. While this was true of principals in Title I elementary schools with no migrant students as well, principals of Title I secondary schools with no migrant students were more likely to report that they were still in the initial selection or staff training and development phases (41 percent) rather than the implementation phase.
- Seventy percent of the elementary school principals and 56 percent of the secondary school principals were very satisfied with the professional development or assistance received in implementing the model.
  - There was little difference by migrant status of the school, although principals of Title I secondary schools with low numbers of migrant students were the least likely to be very satisfied with the professional development received.
- Almost all principals (88 percent of elementary school principals and 80 percent of secondary school principals) reported that Title I services were integrated into the model to a moderate or great extent.
  - There was little difference by migrant status of the school, although principals in Title I secondary school with no migrant students were the least likely to report integration of Title I services.

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APPENDIX: SELECTED TABULATIONS FROM THE NLSS PRINCIPAL AND TEACHER SURVEYS

The estimates provided in the main body of the report and in these tables are based on samples and are subject to sampling variability. The standard errors reported here were estimated using the jackknife variance estimation procedure that incorporates the design features of the sample. The standard errors provide an indicator of the reliability of each estimate. If all possible samples of the same size were surveyed under identical conditions, an interval calculated by adding and subtracting 1.96 times the standard error from a particular estimate would include the population value in approximately 95 percent of the cases. In general, for estimates based on sample sizes of less than 100, this procedure will underestimate the 95 percent confidence interval. We suggest using a two standard error interval around the estimate; this will provide a reasonably accurate confidence interval for sample sizes between 30 and 100. However, we warn that the standard errors do not take into account other errors or biases due to item nonresponse, measurement error, or other data errors.

Selected Tabulations from the 1998/1999 National Longitudinal Survey of Schools, With Standard Errors and Sample Sizes

Note: Questions are taken from the 1998/1999 NLSS principal and teacher surveys. Question numbers beginning with the letter "P" are from the principal survey and those beginning with "T" are from the teacher survey.

		Title I Elementary Schools									Title I Secondary Schools									All Title I Schools			
		Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)			Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)						
		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	
	What is the highest degree you have earned?																						
TF5a	Bachelor's degree?	33.3	2.1	*2872*	27.0	4.0	*587*	45.2	2.7	*505*	29.9	3.2	*644*	43.6	10.5	*138*	43.4	8.3	*246*	33.6	1.6	*5422*	
TF5b	Bachelor's degree plus hours?	19.7	1.2	*2872*	25.8	4.4	*587*	18.7	2.4	*505*	24.8	4.3	*644*	15.3	4.0	*138*	21.5	4.5	*246*	21.3	1.1	*5422*	
TF5c	Master's degree?	28.1	1.6	*2872*	25.7	4.3	*587*	23.6	3.1	*505*	24.4	3.6	*644*	18.6	8.6	*138*	21.5	6.8	*246*	25.9	1.2	*5422*	
TF5d	Master's degree plus hours?	15.3	1.5	*2872*	16.7	2.7	*587*	6.5	1.6	*505*	19.2	4.0	*644*	22.0	5.1	*138*	6.0	2.5	*246*	15.4	1.1	*5422*	
TF5e	Specialist degree?	1.5	0.3	*2872*	2.1	0.6	*587*	0.8	0.4	*505*	0.3	0.2	*644*	0.4	0.3	*138*	2.5	1.6	*246*	1.3	0.2	*5422*	
TF5f	Doctoral degree?	0.2	0.1	*2872*	0.3	0.2	*587*	0.2	0.2	*505*	0.5	0.2	*644*	0.0	0.0	*138*	1.7	1.4	*246*	0.4	0.1	*5422*	
TF3	How many years have you been teaching?	15.7	0.3	*2863*	15.8	0.8	*577*	14.0	0.8	*502*	14.3	0.8	*642*	15.3	1.6	*138*	12.8	0.8	*245*	15.2	0.3	*5390*	
TF4	How many years have you been teaching in this school?	10.1	0.4	*2862*	9.5	0.7	*577*	8.5	0.6	*502*	9.6	0.8	*642*	10.7	1.3	*138*	9.1	1.1	*245*	9.8	0.3	*5390*	
PB14	What percent of your entire teaching staff has less than 3 years of teaching experience?	10.6	1.1	*591*	9.9	1.9	*128*	16.5	2.1	*99*	10.5	1.2	*139*	15.1	3.2	*33*	9.8	2.7	*55*	10.9	0.7	*1059*	
PB16	What percent of your teachers are teaching in subjects in which they are not certified?	1.3	0.6	*596*	0.5	0.2	*129*	4.5	3.0	*98*	3.6	1.8	*140*	6.5	4.9	*33*	2.5	1.1	*55*	1.9	0.5	*1065*	
PB17	What percent of your teachers hold emergency or temporary certification in their main field of assignment?	1.3	0.3	*594*	1.8	0.4	*127*	5.9	2.8	*99*	3.0	0.9	*137*	2.5	1.1	*33*	3.6	0.9	*53*	2.0	0.3	*1057*	

		Title I Elementary Schools									Title I Secondary Schools									All Title I Schools		
		Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)			Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)					
		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
	Student Outcomes																					
PB9	At the end of the 1997-98 school year, what percent of all of your students would you say were prepared to do work at the next grade level?	81.8	1.2	*570*	81.3	1.3	*124*	75.7	2.3	*95*	84.3	1.0	*132*	82.3	4.2	*33*	64.0	16.2	*53*	80.9	1.1	*1021*
PB10	At the end of the 1997-98 school year, what percent of all of your students were promoted to the next grade level?	96.2	0.4	*581*	95.8	0.9	*122*	93.7	1.6	*98*	93.8	1.4	*133*	92.3	1.6	*31*	91.5	1.1	*53*	95.3	0.4	*1031*
	Current Status of Implementation of Standards-Based Reform in Title I Schools																					
	Please tell me the extent to which your content standards and performance standards...Great Extent																					
PA7a	Are too rigorous for most of your students?	6.0	1.8	*599*	2.5	1.0	*130*	11.4	4.0	*99*	4.7	1.7	*146*	18.5	11.2	*34*	35.2	30.6	*56*	7.3	1.7	*1079*
	Questions asked of teachers who reported that their school uses the respective standards/assessment. For the students you teach, how appropriate... Too Hard																					
TA10a	Are content standards for reading? Would you say too easy, about right, or too hard?	23.2	1.7	*2757*	21.4	3.9	*571*	26.2	3.3	*494*	15.8	3.4	*377*	7.6	4.3	*82*	22.0	6.1	*141*	21.8	1.3	*4763*
TA10b	Are performance standards for reading?	18.6	1.7	*2464*	17.6	3.4	*521*	26.6	3.3	*435*	15.2	2.6	*333*	5.1	2.8	*70*	17.3	5.8	*123*	18.2	1.2	*4203*
TA10c	Is the reading section of the reading assessment?	37.0	2.2	*2298*	36.5	4.2	*480*	43.2	4.5	*363*	19.5	3.8	*298*	28.1	13.1	*70*	24.5	8.8	*93*	35.0	1.7	*3868*

		Title I Elementary Schools									Title I Secondary Schools									All Title I Schools		
		Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)			Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)					
		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
	Questions asked of principals who reported that their school uses content/performance standards and that LEP students comprise at least 10 percent of the school population.																					
PA5	Does your school use alternate content standards in reading that accommodate LEP students' need to acquire English language skills?	60.7	5.6	*111*	56.5	10.4	*36*	79.5	5.7	*68*	82.8	7.5	*36*	84.1	16.2	*9*	90.6	8.9	*43*	70.5	3.5	*312*
PA6	Do you use different performance standards for LEP students?	29.5	7.2	*101*	24.5	11.2	*28*	44.8	7.4	*60*	31.9	12.7	*32*	40.1	15.2	*4*	63.2	42.9	*38*	37.2	5.9	*268*
	Please tell me to what extent the following are barriers in using content standards with all students in your school. How about... Great Extent																					
PA8a	Student mobility?	17.2	2.6	*599*	14.1	3.2	*130*	23.6	5.7	*99*	8.2	1.9	*146*	12.4	6.9	*34*	8.4	5.5	*56*	15.5	1.7	*1079*
PA8b	Diversity of student populations?	7.4	1.4	*599*	10.8	5.4	*130*	21.5	5.3	*99*	7.4	3.8	*146*	9.2	6.0	*34*	6.0	4.0	*56*	8.7	1.4	*1079*
PA8c	Language barriers?	7.0	1.4	*599*	5.2	2.1	*130*	31.4	6.6	*99*	3.7	1.2	*146*	10.1	6.3	*34*	13.8	7.6	*56*	8.2	1.1	*1079*
PA8d	Inadequacy of training for teachers?	3.7	0.8	*599*	4.6	2.0	*130*	10.8	4.0	*99*	3.0	1.3	*146*	4.3	4.7	*34*	7.5	3.8	*56*	4.2	0.6	*1079*
PA8e	Unwillingness of teachers?	1.9	1.0	*599*	0.3	0.3	*130*	3.7	2.0	*99*	6.1	3.9	*146*	0.0	0.0	*34*	0.0	0.0	*56*	2.2	0.8	*1079*
PA8f	Difficulty aligning practices with content standards?	1.6	0.4	*599*	2.7	1.4	*130*	1.6	1.1	*99*	10.7	6.6	*146*	0.4	0.4	*34*	2.8	1.6	*56*	3.1	1.0	*1079*
PA8g	Lack of aligned curriculum appropriate for diverse populations?	5.6	1.8	*599*	3.9	2.3	*130*	7.0	3.1	*99*	1.1	0.6	*146*	1.4	1.4	*34*	36.5	29.9	*56*	6.0	1.7	*1079*
PA8h	Lack of parent support?	13.1	2.1	*599*	13.7	3.0	*130*	11.9	3.2	*99*	9.7	2.2	*146*	11.6	7.7	*34*	11.8	6.7	*56*	12.5	1.4	*1079*
PA8i	Insufficient or outdated technology?	6.1	1.3	*599*	8.2	2.1	*130*	2.8	1.1	*99*	4.8	2.0	*146*	2.3	1.9	*34*	4.9	2.6	*56*	6.0	0.9	*1079*

		Title I Elementary Schools									Title I Secondary Schools									All Title I Schools		
		Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)			Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)					
		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
	Questions asked of principal who reported that their school uses the respective assessment and that their school has some migrant students.																					
PA16	During the 1997-98 school year, what percent of migrant students in the grade levels tested participated in the reading section of the reading assessment?				69.2	7.4	*66*	71.2	5.5	*47*				58.7	19.6	*20*	90.8	8.4	*23*	71.5	5.4	*161*
PA26	During the 1997-98 school year, what percent of migrant students in the grade levels tested participated in the math section of the math assessment?				68.0	6.8	*65*	69.2	6.1	*46*				63.4	10.8	*21*	88.1	10.1	*28*	70.8	4.6	*165*
	Questions asked of principals who reported that their school uses the respective assessment and had migrant students who did not participate.																					
	Were any of the following reasons for non-participation of migrant students in the reading section of the reading assessment?																					
PA17a	Lack of English proficiency?				100	0.0	*1*	88.5	5.2	*31*				73.5	29.1	*4*	100	0.0	*10*	86.6	5.0	*48*
PA17b	Students not enrolled in your school, district, state or in a special program long enough to be tested?				27.9	19.3	*4*	100	0.0	*14*				100	0.0	*2*	89.3	15.1	*7*	68.4	16.7	*28*
PA17c	IEP specified exclusion?				19.6	18.1	*17*	48.0	11.2	*40*				8.0	8.4	*8*	94.6	3.5	*14*	46.8	10.4	*81*
PA17d	Students not enrolled at time of testing:?				82.8	18.0	*8*	95.6	4.6	*22*				59.8	31.2	*4*	93.3	5.0	*11*	89.8	3.2	*47*
PA17e	Absence on day of assessment?				75.0	16.1	*12*	75.6	17.0	*25*				55.2	22.8	*7*	98.0	2.2	*13*	80.5	7.0	*59*
PA17f	Lack of instruments in students' native language?				100	0.0	*1*	63.7	16.7	*10*				100	0.0	*1*	100	0.0	*3*	70.5	13.7	*15*

		Title I Elementary Schools									Title I Secondary Schools									All Title I Schools		
		Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)			Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)					
		Est.	St. Err.	n	Est.	St. Err.	n	Est.	St. Err.	n	Est.	St. Err.	n	Est.	St. Err.	n	Est.	St. Err.	n	Est.	St. Err.	n
PA17g	Lack of assessment accommodations?													100	0.0	1				100	0.0	1
	Were any of the following reasons for non-participation of migrant students in the math section of the math assessment?																					
PA27a	Lack of English proficiency?				100	0.0	2	77.9	14.3	26				100	0.0	1	95.4	4.8	9	82.9	11.2	39
PA27b	Students not enrolled in your school, district, state or in a special program long enough to be tested?				65.9	35.5	6	100	0.0	16				0.0	0.0	1	100	0.0	9	81.5	10.7	33
PA27c	IEP specified exclusion?				39.6	19.0	19	68.8	10.9	29				15.4	12.9	3	93.5	4.7	16	60.7	11.3	68
PA27d	Students not enrolled at time of testing?				85.1	12.7	11	97.1	3.0	21				84.6	12.9	3	96.9	2.6	14	92.5	4.1	50
PA27e	Absence on day of assessment?				58.7	19.2	13	87.9	7.1	21				100	0.0	2	100	0.0	15	89.7	4.6	52
PA27f	Lack of instruments in students' native language?				100	0.0	1	93.6	6.8	9							81.4	49.1	5	91.1	7.1	15
PA27g	Lack of assessment accommodations?							37.2	23.6	3							46.3	46.9	3	41.6	16.0	6
	Questions asked of principals in schools where less than 100 percent of students participated in the reading or math assessment. Question PA33c asked only in schools where at least 10 percent of students are LEP.																					
	For students that did not participate in reading assessment or math assessment, how did you measure their progress? Did you use....																					
PA33a	A substitute assessment?	75.5	4.4	369	81.9	4.6	83	74.9	6.5	64	56.1	11.7	91	92.1	4.9	26	47.2	31.7	34	73.0	4.1	674
PA33b	Portfolios?	51.0	5.3	369	56.2	8.2	83	67.5	8.8	64	26.1	8.3	91	60.6	9.3	26	18.4	13.4	34	47.9	4.1	674
PA33c	English proficiency testing?	61.1	8.2	65	70.3	10.9	23	82.9	5.9	47	42.5	14.4	23	100	0.0	4	91.4	12.4	27	70.9	6.2	192

		Title I Elementary Schools									Title I Secondary Schools									All Title I Schools		
		Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)			Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)					
		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
	Please tell me the extent to which your content standards and performance standards...Great Extent																					
PA7a	Are too rigorous for most of your students?	6.0	1.8	*599*	2.5	1.0	*130*	11.4	4.0	*99*	4.7	1.7	*146*	18.5	11.2	*34*	35.2	30.6	*56*	7.3	1.7	*1079*
PA7b	Are aligned with curriculum and instruction?	64.2	4.9	*599*	58.6	10.2	*130*	64.3	6.9	*99*	78.4	6.6	*146*	87.7	6.8	*34*	73.8	14.1	*56*	66.7	3.7	*1079*
PA7c	Have resulted in major changes in your instructional program?	47.8	4.6	*599*	47.4	8.3	*130*	51.6	6.7	*99*	38.6	11.6	*146*	29.4	14.0	*34*	19.2	10.1	*56*	44.6	3.4	*1079*
PA7d	Are well understood by teachers?	56.7	4.7	*599*	66.3	7.6	*130*	53.9	7.1	*99*	50.6	10.9	*146*	41.7	12.1	*34*	35.6	19.6	*56*	55.7	3.6	*1079*
PA7e	Are implemented by teachers?	61.7	4.2	*599*	43.6	9.1	*130*	56.3	8.1	*99*	39.2	10.2	*146*	61.4	16.7	*34*	36.3	19.7	*56*	54.5	3.2	*1079*
PA7f	Have produced a more challenging instructional program for every student?	54.1	4.3	*599*	54.4	8.9	*130*	51.9	7.0	*99*	43.3	8.1	*146*	55.1	18.9	*34*	39.6	20.8	*56*	51.8	3.0	*1079*
	Questions asked of teachers who reported that their school uses the respective standards/assessment. To what extent, not at all, a small extent, a moderate extent, or a great extent, does your classroom instruction in reading/language arts/English reflect the... Great Extent																					
TA6a	Content standards?	81.6	2.2	*2757*	75.7	4.7	*571*	81.9	2.7	*494*	77.4	5.4	*377*	92.0	3.5	*82*	85.9	3.6	*141*	81.0	1.7	*4763*
TA6b	Performance standards?	72.7	2.3	*2464*	65.9	4.4	*521*	70.6	3.6	*435*	66.7	4.3	*333*	92.0	2.8	*70*	61.2	6.8	*123*	71.5	1.8	*4203*
TA6C	Reading assessment?	64.6	2.8	*2298*	48.0	5.9	*480*	65.3	4.5	*363*	57.9	5.7	*298*	75.1	6.1	*70*	65.2	8.6	*93*	62.2	2.3	*3868*

		Title I Elementary Schools									Title I Secondary Schools									All Title I Schools		
		Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)			Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)					
		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
	Questions asked of principals who reported that their school uses a math or reading assessment. Questions regarding migrant status and LEP status were asked only of principals who reported that their school contains some migrant students or 10 percent LEP students. Did you receive the reading assessment or math assessment results summarized by any of the following categories of students? How about...																					
PA36a	Race or ethnicity?	37.7	4.7	*524*	53.7	9.6	*112*	58.6	8.2	*79*	36.8	10.5	*118*	56.7	18.8	*30*	75.6	15.5	*40*	43.2	3.6	*911*
PA36b	Gender?	50.7	4.4	*524*	61.6	10.0	*112*	66.8	8.0	*79*	51.2	10.7	*118*	42.6	18.6	*30*	86.3	8.6	*40*	54.2	3.3	*911*
PA36c	Title I participation?	27.0	3.5	*524*	23.8	5.6	*112*	42.4	7.4	*79*	22.7	6.8	*118*	41.8	18.3	*30*	80.0	12.2	*40*	29.6	2.8	*911*
PA36d	Migrant status?				24.0	6.3	*112*	33.5	8.2	*79*				25.0	13.1	*30*	72.0	17.5	*40*	32.5	6.0	*269*
PA36e	Poverty status?	16.8	2.7	*524*	18.8	4.3	*112*	33.6	7.6	*79*	15.9	5.9	*118*	41.9	22.9	*30*	31.3	22.0	*40*	19.4	2.2	*911*
PA36f	LEP status?	55.4	6.6	*91*	58.7	11.0	*28*	53.1	8.8	*54*	74.4	10.2	*29*	100	0.0	*6*	80.0	27.2	*31*	61.6	5.2	*[illegible]*
PA36g	Students with IEPs?	36.9	4.6	*524*	48.1	9.4	*112*	46.5	7.2	*79*	54.4	10.1	*117*	82.1	9.2	*30*	40.1	25.6	*40*	43.2	3.7	*910*
PB3	Does your school have an overall written annual or strategic plan?	90.8	1.7	*600*	82.0	11.6	*130*	96.2	1.7	*99*	87.7	4.5	*147*	94.2	5.1	*34*	98.9	1.0	*56*	89.9	2.5	*1081*
	Questions asked of principals who report having a written school plan. Which statement describes your school plan?																					
PB2a	You have a written strategic plan that includes Title I	89.2	3.5	*567*	88.7	5.6	*124*	97.2	2.5	*94*	74.1	7.2	*134*	95.7	4.9	*31*	89.9	8.5	*54*	87.8	2.8	*1017*
PB2b	You have a written strategic plan that does not include Title I; or	3.8	1.3	*567*	6.8	4.6	*124*	0.0	0.0	*94*	13.8	7.5	*134*	4.3	4.9	*31*	9.6	8.5	*54*	5.7	1.7	*1017*
PB2c	You have a written plan for Title I only.	6.9	3.2	*567*	1.5	1.5	*124*	0.4	0.3	*94*	0.5	0.4	*134*	0.0	0.0	*31*	0.5	0.5	*54*	4.3	1.9	*1017*
PB2A	As part of your school plan, do you conduct a needs assessment?	98.2	0.6	*567*	93.8	2.5	*124*	97.0	2.5	*94*	90.8	6.7	*134*	100	0.0	*31*	92.2	8.0	*54*	96.3	1.1	*1017*

		Title I Elementary Schools									Title I Secondary Schools									All Title I Schools		
		Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)			Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)					
		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
	Questions concerning migrant, LEP, or Native American students asked only of principals in schools with at least 1 migrant student or 10 percent LEP or Native American students. I am going to read a list of people. Please tell me if they played a role in developing your annual or strategic school plan? How about																				
PB4a	Yourself?	100	0.0	*567*	97.0	3.1	*124*	99.6	0.4	*94*	94.0	4.3	*134*	100	0.0	*31*	100	0.0	*54*	98.7	0.7	*1017*
PB4b	The school leadership team?	93.3	4.3	*567*	99.4	0.6	*124*	99.7	0.3	*94*	98.5	1.0	*134*	86.1	10.1	*31*	100	0.0	*54*	95.2	2.6	*1017*
PB4c	Your teachers?	100	0.0	*567*	100	0.0	*124*	100	0.0	*94*	99.5	0.5	*134*	100	0.0	*31*	100	0.0	*54*	99.9	0.1	*1017*
PB4d	Other school staff?	93.0	1.6	*567*	75.7	7.4	*124*	96.6	1.6	*94*	93.7	1.9	*134*	100	0.0	*31*	96.4	2.7	*54*	91.4	1.5	*1017*
PB4e	Your students?	36.9	4.5	*567*	47.6	8.3	*124*	43.0	5.9	*94*	74.5	6.6	*134*	89.9	6.5	*31*	47.6	23.6	*54*	46.5	3.2	*1017*
PB4f	The Title I district staff?	84.5	2.3	*567*	90.1	2.8	*124*	86.9	4.6	*94*	84.4	4.7	*134*	79.8	12.5	*31*	88.1	8.5	*54*	85.1	1.6	*1017*
PB4g	The Title 9 staff?	78.0	7.9	*62*	71.3	59.8	*19*	54.5	10.8	*15*	68.4	12.8	*34*	12.2	9.9	*5*	97.4	2.6	*9*	70.3	9.7	*146*
PB4h	The Migrant Education staff?				33.4	6.3	*124*	66.3	6.8	*94*				43.7	11.8	*31*	84.1	10.2	*54*	49.5	4.8	*316*
PB4i	The Bilingual or ESL staff?	94.0	2.7	*107*	96.5	2.9	*32*	95.3	3.5	*66*	61.6	15.1	*34*	100	0.0	*8*	100	0.0	*41*	92.4	3.1	*296*
PB4j	The parents of your students?	91.8	4.2	*567*	90.6	3.8	*124*	98.7	0.9	*94*	97.0	1.3	*134*	98.0	1.7	*31*	90.9	8.3	*54*	92.9	2.6	*1017*
PB4k	The parents of your Native American students?	97.9	1.6	*61*	87.8	11.9	*18*	97.2	2.3	*14*	98.2	1.9	*33*	100	0.0	*4*	97.1	2.9	*8*	95.9	1.8	*140*
PB4l	The parents of your migrant students?				46.3	7.4	*117*	83.3	5.4	*92*				38.8	12.9	*29*	87.4	6.9	*51*	59.0	4.9	*301*
PB4m	The parents of your LEP students?	86.5	4.4	*103*	86.2	7.2	*30*	97.4	1.7	*65*	94.1	4.3	*34*	100	0.0	*8*	98.5	2.1	*39*	91.5	2.4	*287*
PB4n	Business or community representatives?	67.3	4.8	*567*	74.9	6.7	*124*	73.0	6.3	*94*	75.3	5.3	*134*	91.7	4.6	*31*	51.7	25.2	*54*	70.1	3.2	*1017*
PB4o	Community members with expertise in working with Native Americans?	82.1	6.6	*38*	88.7	24.7	*11*	90.9	6.2	*11*	97.7	2.3	*22*	87.8	13.4	*3*	86.5	10.1	*8*	87.2	3.9	*95*
PB4p	Community members with expertise in working with migrant populations?				33.5	6.7	*91*	45.2	6.9	*63*				30.2	16.5	*23*	38.0	11.0	*42*	35.3	4.8	*231*

		Title I Elementary Schools									Title I Secondary Schools									All Title I Schools		
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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
PB4q	Community members with expertise in working with populations with limited English proficiency?	59.3	7.2	*65*	49.0	11.4	*25*	66.8	9.6	*41*	72.5	12.5	*21*	21.6	6.5	*6*	81.7	8.0	*31*	59.3	4.3	*197*
	Do you have a written comprehensive plan to improve student achievement for all students in...																					
PB5a	Reading?	82.7	3.0	*600*	70.8	11.1	*130*	94.0	2.9	*99*	69.5	9.7	*147*	78.2	12.0	*34*	57.3	27.1	*56*	78.4	3.4	*1081*
PB5b	Math?	78.3	3.3	*600*	64.7	9.6	*130*	88.6	3.4	*99*	63.4	10.0	*147*	78.2	12.0	*34*	56.6	26.8	*56*	73.8	3.4	*1081*
PB6	Do you have quantifiable goals for how far your student will advance each year?	80.2	3.6	*600*	80.2	6.4	*130*	92.4	2.6	*99*	60.5	7.8	*147*	65.9	16.1	*34*	81.0	11.0	*56*	77.5	2.8	*1081*
	Question asked of principals who reported that their school has quantifiable goals for students. Who sets those goals? Is it your...																					
PB7a	State	11.7	2.5	*487*	6.5	2.9	*112*	13.7	5.9	*90*	2.3	1.5	*107*	17.2	16.5	*27*	3.9	4.4	*41*	9.7	1.6	*877*
PB7b	District	18.0	4.9	*487*	10.5	3.4	*112*	27.0	6.1	*90*	19.7	8.8	*107*	29.8	23.5	*27*	3.3	2.9	*41*	17.2	3.4	*877*
PB7c	School	48.5	5.3	*487*	49.3	9.6	*112*	29.9	6.4	*90*	53.0	11.0	*107*	30.1	8.0	*27*	51.5	31.4	*41*	47.5	3.5	*877*
PB7d	Combination of State, District, and/or School?	21.5	2.9	*487*	32.2	7.7	*112*	27.9	5.5	*90*	24.6	4.5	*107*	22.3	16.0	*27*	39.9	26.9	*41*	24.9	2.3	*877*
	Provision of Title I Services																					
PD9	In the last 3 years, have the priorities for the use of Title I funds changed at your school?	58.2	4.4	*600*	52.7	9.5	*130*	55.6	7.3	*99*	37.1	9.3	*147*	70.3	13.9	*34*	70.0	16.1	*56*	55.0	3.3	*1081*
	To what extent have the changes in Title I legislation helped your school to...Great Extent																					
PD1a	Apply (content standards) to all students?	44.2	4.8	*599*	32.3	7.5	*130*	57.5	5.9	*99*	20.3	4.2	*146*	45.9	11.8	*34*	38.7	20.1	*56*	39.6	3.4	*1079*
PD1b	Have more flexibility in identifying students for services	50.8	5.1	*600*	40.1	7.4	*130*	61.7	5.5	*99*	31.2	9.9	*147*	69.9	14.2	*34*	40.5	20.8	*56*	47.3	3.9	*1081*

		Title I Elementary Schools									Title I Secondary Schools									All Title I Schools		
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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
PD1c	Extend learning time?	35.6	4.6	*600*	29.9	6.3	*130*	47.1	6.5	*99*	20.5	7.2	*147*	52.0	19.5	*34*	36.5	20.1	*56*	33.9	3.2	*1081*
PD1d	Minimize pull-out programs?	49.2	4.3	*600*	42.6	7.5	*130*	50.3	6.5	*99*	27.2	7.3	*147*	47.1	11.0	*34*	35.4	18.4	*56*	44.6	2.9	*1081*
PD1e	Use a parent involvement policy?	36.8	4.4	*600*	38.1	8.7	*130*	39.8	7.0	*99*	21.4	6.9	*147*	39.1	12.5	*34*	32.6	19.0	*56*	34.9	3.1	*1081*
PD1f	Use school-parent compacts?	42.1	4.6	*600*	48.3	9.6	*130*	62.8	7.1	*99*	19.2	7.0	*147*	40.9	12.1	*34*	45.8	22.5	*56*	41.0	3.4	*1081*
PD1g	Assess student performance against high standards?	39.4	4.4	*600*	32.9	8.2	*130*	51.9	6.0	*99*	18.6	6.8	*147*	42.9	11.8	*34*	37.2	20.4	*56*	36.2	3.3	*1081*
PD1h	Use student performance results for school accountability and continuous improvement?	47.4	4.6	*600*	47.9	9.2	*130*	69.6	4.8	*99*	27.2	7.4	*147*	44.5	11.5	*34*	53.5	25.2	*56*	46.0	3.5	*1081*
PD1i	Coordinate Title I with other federal education programs?	34.2	3.9	*600*	33.2	8.2	*130*	46.0	5.4	*99*	19.5	4.3	*147*	43.7	11.7	*34*	42.4	21.3	*56*	33.4	2.9	*1081*
PD1j	Plan for schoolwide needs assessment and comprehensive reform?	39.4	4.4	*600*	46.8	8.3	*130*	51.3	6.0	*99*	20.2	3.7	*147*	51.8	10.4	*34*	43.9	21.9	*56*	39.1	2.9	*1081*
PD1k	Use your federal resources to support overall school improvement goals?	50.9	4.7	*600*	42.9	8.2	*130*	74.7	5.5	*99*	35.8	10.2	*147*	62.5	16.9	*34*	44.7	22.2	*56*	49.1	3.7	*1081*
PD3A	Are students selected to receive Title I services at your school?	73.8	3.8	*600*	70.3	9.2	*130*	64.7	6.4	*99*	77.8	5.3	*147*	49.0	19.9	*34*	83.8	8.3	*56*	72.9	2.9	*1081*
	Questions asked of principals who reported that students are selected to receive Title I services. Questions PD3b and PD3e asked of principals with at least 10 percent LEP students. What types of information do you use for selecting students for Title I? Do you use....																					
PD3a	Scores on standardized assessments (administered in English)?	89.8	3.7	*392*	93.6	2.7	*78*	94.9	2.5	*64*	94.6	2.8	*98*	97.0	3.2	*15*	100	0.0	*34*	92.0	2.4	*692*
PD3b	Scores on standardized assessments administered in languages other than English?	44.2	7.5	*66*	43.3	15.5	*22*	65.4	10.1	*42*	58.5	12.2	*22*	65.7	68.2	*2*	89.5	21.0	*24*	57.0	5.5	*184*
PD3c	Class grades?	72.2	5.5	*392*	78.5	7.2	*78*	71.0	7.6	*64*	80.6	11.5	*98*	99.0	1.1	*15*	51.5	31.5	*34*	74.0	4.0	*692*
PD3f	Poverty level?	37.3	5.9	*392*	42.3	11.6	*78*	38.9	8.7	*64*	20.6	6.7	*98*	55.3	16.7	*15*	39.9	26.2	*34*	36.1	4.1	*692*
PD3g	Grade level?	69.6	4.5	*392*	78.7	6.7	*78*	57.0	9.2	*64*	40.3	8.6	*98*	33.5	15.5	*15*	48.7	30.2	*34*	63.6	3.7	*692*

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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
PD3h	Parent consultation?	76.2	3.9	*392*	63.0	13.1	*78*	70.9	7.6	*64*	80.8	8.7	*98*	92.2	4.7	*15*	56.6	34.3	*34*	74.3	3.8	*692*
	Questions asked of principals who reported that students are selected to receive Title I services and that have at least 1 migrant student in school. How are migrant students selected for Title I services if they enroll in your school after the time when selection for Title I occurs? Do you....																					
PD5a	Administer the same standardized assessment at a later time?				34.1	10.5	*68*	46.7	8.7	*60*				80.9	11.0	*14*	54.5	28.4	*34*	44.6	8.0	*187*
PD5b	Administer a different assessment?				49.9	12.9	*68*	45.5	8.5	*60*				4.3	3.4	*14*	8.4	6.1	*34*	35.8	8.4	*187*
PD5c	Review records from previous schools, when they are available?				95.8	2.5	*78*	95.6	2.7	*64*				95.0	3.9	*15*	63.1	37.8	*34*	88.8	6.7	*202*
PD5d	Rely on teacher's judgment?				91.1	3.7	*78*	82.2	5.2	*64*				87.0	10.0	*15*	58.4	35.4	*34*	82.2	6.7	*202*
PD5e	Review poverty level?				32.2	8.8	*78*	42.0	8.6	*64*				50.3	16.8	*15*	15.3	10.6	*34*	32.6	5.9	*202*
PD5f	Review grade level?				82.9	6.0	*78*	61.3	8.3	*64*				77.5	11.5	*15*	30.2	20.0	*34*	67.8	7.8	*202*
PD5g	Rely on parent consultation?				81.2	6.1	*78*	70.8	7.2	*64*				80.4	10.8	*15*	58.7	35.3	*34*	74.0	7.0	*202*
	Questions about funding asked only where principal reports having the respective program or service. Does your school have....																					
PD10a	A year-round program?	9.4	2.4	*600*	12.1	4.2	*130*	21.6	5.5	*99*	30.7	11.9	*147*	43.0	12.3	*34*	13.2	7.8	*56*	15.1	2.9	*1081*
	Title I Funds Used for Program	68.9	8.6	*73*	54.5	14.5	*23*	64.8	13.2	*21*	93.6	3.4	*32*	33.2	26.5	*10*	38.7	14.9	*12*	69.3	6.5	*177*
PD10b	A weekend program?	4.6	1.7	*600*	7.1	2.8	*130*	5.3	2.5	*99*	9.7	3.7	*147*	1.6	0.7	*34*	6.9	4.1	*56*	5.9	1.2	*1081*
	Title I Funds Used for Program	52.8	25.9	*34*	86.2	11.8	*10*	69.0	20.9	*5*	22.9	10.6	*24*	100	0.0	*2*	74.6	14.2	*11*	54.1	10.4	*89*
PD10c	An extended school year program?	27.4	3.9	*600*	23.2	5.5	*130*	37.2	6.5	*99*	35.2	11.9	*147*	50.5	10.6	*34*	42.6	20.8	*56*	30.3	3.4	*1081*
	Title I Funds Used for Program	58.3	5.6	*194*	69.7	10.4	*49*	79.7	7.5	*38*	60.6	19.6	*50*	74.2	19.3	*11*	77.4	10.7	*26*	63.3	4.8	*378*
PD10d	A before- or after-school program?	53.7	5.3	*600*	47.9	7.6	*130*	73.8	6.6	*99*	47.0	7.7	*147*	53.9	10.8	*34*	39.3	19.7	*56*	52.5	3.8	*1081*
	Title I Funds Used for Program	38.6	4.4	*411*	44.1	7.9	*87*	56.2	8.3	*78*	75.8	7.0	*85*	67.0	19.3	*23*	52.5	15.0	*40*	47.4	3.2	*735*
PD10e	A summer or intersession program?	67.7	4.2	*600*	73.9	6.1	*130*	64.1	6.3	*99*	55.3	9.8	*147*	71.1	14.1	*34*	91.5	4.8	*56*	67.7	3.1	*1081*
	Title I Funds Used for Program	50.2	5.4	*378*	28.6	7.8	*81*	67.8	8.4	*65*	49.0	14.8	*83*	28.3	19.9	*21*	74.1	16.2	*42*	48.2	4.2	*681*

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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
	Question asked of elementary school principals.																					
PD10f	Transition activities for children in preschool programs?	42.4	4.9	*600*	58.0	8.1	*130*	45.8	6.9	*99*										45.4	4.2	*839*
	Title I Funds Used for Program	43.7	7.4	*245*	22.9	7.4	*66*	35.1	12.0	*46*										38.5	6.8	*360*
PD10g	School-to-work activities?	19.0	2.7	*600*	48.5	8.2	*130*	23.9	5.5	*99*	34.4	5.7	*147*	67.2	8.1	*34*	55.5	22.1	*56*	29.1	3.0	*1081*
	Title I Funds Used for Program	10.6	2.5	*155*	6.2	3.8	*39*	23.2	9.3	*21*	43.7	24.2	*68*	5.1	3.6	*17*	3.7	5.1	*33*	15.2	4.9	*340*
PD10h	Counseling or pupil services?	83.7	3.4	*600*	84.7	4.1	*130*	77.3	4.7	*99*	72.8	7.5	*147*	92.5	5.6	*34*	96.3	1.9	*56*	82.8	2.3	*1081*
	Title I Funds Used for Program	17.8	2.9	*496*	21.6	7.0	*105*	48.9	7.5	*76*	44.1	14.4	*111*	43.3	12.8	*30*	14.3	8.1	*50*	24.4	3.1	*879*
PD10i	Mentoring or tutoring?	69.3	5.1	*600*	83.7	6.1	*130*	84.1	3.9	*99*	77.2	8.0	*147*	87.2	7.4	*34*	67.1	18.8	*56*	73.8	3.5	*1081*
	Title I Funds Used for Program	42.3	5.2	*465*	36.2	8.1	*108*	62.1	7.1	*84*	62.5	11.8	*118*	50.9	11.8	*26*	76.7	21.1	*46*	47.2	3.6	*856*
	Question asked of high school principals.																					
PD10j	College and career awareness and prep activities?										76.0	11.8	*52*	98.1	2.0	*9*	94.6	9.9	*28*	83.4	7.7	*91*
	Title I Funds Used for Program										5.3	2.9	*40*	38.9	40.4	*7*	21.7	43.6	*23*	15.4	8.5	*71*
PD10k	Services for out-of-school youth?	14.2	2.0	*600*	9.9	4.7	*130*	15.1	4.2	*99*	24.0	10.9	*147*	28.2	14.6	*34*	15.9	10.2	*56*	15.6	2.0	*1081*
	Title I Funds Used for Program	24.4	7.8	*108*	13.0	8.9	*21*	17.2	8.5	*17*	42.0	38.6	*31*	41.4	20.0	*8*	23.0	19.8	*14*	28.0	8.8	*200*
PD10l	Services that target children in a pull-out setting?	71.5	3.7	*600*	72.6	6.7	*130*	63.0	5.6	*99*	55.4	6.9	*147*	65.1	15.9	*34*	52.2	23.7	*56*	67.8	2.7	*1081*
	Title I Funds Used for Program	79.5	5.2	*385*	92.7	5.1	*84*	83.5	6.6	*60*	76.0	10.9	*54*	94.7	5.0	*17*	92.7	11.3	*19*	82.1	3.8	*630*
PD10m	Services that target children in an in-class setting?	88.1	3.1	*600*	82.9	5.6	*130*	87.3	4.5	*99*	81.6	5.1	*147*	87.8	9.1	*34*	92.6	4.6	*56*	86.6	2.0	*1081*
	Title I Funds Used for Program	88.4	5.2	*531*	96.1	1.7	*115*	87.7	5.4	*89*	82.5	8.1	*112*	95.4	5.1	*30*	95.8	3.5	*44*	89.2	3.3	*935*
PD10n	Supplemental instructional services in {reading/language arts/English class}?	95.1	1.1	*600*	80.0	6.1	*130*	88.7	4.0	*99*	48.3	10.1	*147*	89.5	6.5	*34*	84.6	10.3	*56*	85.1	2.1	*1081*
	Title I Funds Used for Program	84.5	5.2	*551*	98.0	1.1	*110*	88.4	3.8	*88*	91.8	4.2	*100*	98.3	1.5	*25*	51.0	30.9	*44*	86.2	3.8	*930*
PD10o	Supplemental instructional services in math?	65.4	5.1	*600*	57.2	7.9	*130*	65.8	6.6	*99*	51.7	11.7	*147*	87.0	7.3	*34*	81.8	11.6	*56*	63.7	3.4	*1081*
	Title I Funds Used for Program	83.1	4.8	*415*	96.0	2.0	*82*	88.3	4.1	*66*	86.8	7.4	*91*	99.7	0.4	*23*	49.5	31.7	*41*	84.6	3.5	*726*

		Title I Elementary Schools									Title I Secondary Schools									All Title I Schools		
		Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)			Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)					
		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
	Questions PD10p and PD10q asked of principals who reported having 10 percent or more LEP students in their schools.																					
PD10p	Services that are specially designed in English, such as ESL?	87.8	3.0	*111*	85.4	6.7	*36*	86.7	5.0	*68*	76.9	10.7	*36*	82.3	18.0	*9*	90.9	10.2	*43*	86.5	2.6	*312*
	Title I Funds Used for Program	32.6	5.9	*94*	58.0	9.9	*30*	70.3	8.9	*59*	35.9	12.6	*26*	78.5	22.9	*7*	29.9	38.7	*35*	45.6	6.4	*259*
PD10q	Services in the student's native language, such as bilingual education?	51.4	6.9	*111*	71.4	9.1	*36*	62.7	8.5	*68*	36.7	11.5	*36*	82.3	18.0	*9*	84.8	15.5	*43*	60.8	4.8	*312*
	Title I Funds Used for Program	22.2	6.6	*69*	61.0	11.4	*26*	76.2	6.8	*51*	51.4	20.2	*19*	78.5	22.9	*7*	21.3	33.6	*29*	44.6	8.2	*207*
PD10r	Resource teachers?	81.6	4.2	*600*	70.1	10.5	*130*	76.8	5.4	*99*	66.5	6.0	*147*	79.6	11.3	*34*	41.3	20.1	*56*	75.8	3.4	*1081*
	Title I Funds Used for Program	50.5	4.5	*511*	48.6	9.3	*104*	52.6	8.0	*77*	47.9	14.2	*104*	17.3	10.1	*24*	41.9	10.5	*43*	48.7	3.7	*875*
PD10s	A class size reduction initiative?	41.4	4.8	*600*	39.4	7.7	*130*	52.5	7.5	*99*	25.4	7.2	*147*	58.1	18.0	*34*	68.3	16.3	*56*	41.0	3.3	*1081*
	Title I Funds Used for Program	26.4	4.3	*275*	30.3	9.0	*73*	38.7	8.9	*55*	54.0	9.7	*64*	70.3	27.4	*12*	35.9	32.5	*25*	33.2	4.1	*510*
PD10t	A family literacy program?	29.9	3.4	*600*	37.6	8.4	*130*	40.5	6.6	*99*	17.9	9.4	*147*	23.5	15.8	*34*	13.6	8.2	*56*	28.9	3.0	*1081*
	Title I Funds Used for Program	54.3	5.9	*236*	78.5	7.2	*62*	65.9	9.5	*44*	76.9	23.9	*29*	14.9	38.0	*6*	47.5	14.6	*17*	60.7	4.8	*400*
PD10u	Professional development for school staff?	97.4	0.6	*600*	94.3	2.5	*130*	90.8	3.5	*99*	84.6	5.0	*147*	85.7	10.4	*34*	98.2	1.5	*56*	94.4	1.0	*1081*
	Title I Funds Used for Program	62.8	4.6	*570*	53.9	9.9	*119*	71.0	6.7	*92*	50.6	11.3	*125*	31.3	16.5	*29*	26.2	14.0	*53*	57.7	3.7	*1001*
PD10v	Training for parents?	66.1	4.9	*600*	65.0	9.2	*130*	83.5	4.2	*99*	36.6	9.6	*147*	50.3	11.1	*34*	49.0	23.9	*56*	61.4	3.6	*1081*
	Title I Funds Used for Program	72.5	4.1	*472*	75.2	7.5	*109*	81.0	7.0	*83*	72.2	10.7	*87*	62.2	32.4	*23*	82.3	7.3	*40*	73.5	3.1	*827*
PD10w	A parent liaison?	54.8	5.2	*600*	43.0	8.8	*130*	65.7	6.7	*99*	53.8	9.3	*147*	68.7	9.7	*34*	60.5	20.9	*56*	54.5	3.8	*1081*
	Title I Funds Used for Program	48.2	5.1	*370*	64.2	7.8	*83*	61.8	8.5	*68*	28.7	7.2	*84*	64.6	22.8	*25*	30.8	34.6	*37*	48.4	3.5	*679*
PD10x	Teacher aides?	91.7	2.3	*587*	96.0	1.7	*129*	86.7	4.0	*98*	83.8	5.2	*132*	81.3	11.3	*32*	91.9	5.6	*56*	90.6	1.6	*1049*
	Title I Funds Used for Program	64.4	5.1	*538*	76.5	7.3	*118*	84.3	4.3	*87*	65.7	10.1	*110*	77.4	15.6	*28*	92.9	4.3	*49*	69.2	3.8	*943*
	Question asked of principals reporting that school offers supplemental instruction in reading and that teacher aides are employed through Title I.																					
PD13	Are any of your Title I instructional services in reading provided by teacher aides?	85.0	3.5	*302*	67.7	9.3	*65*	75.2	9.9	*51*	77.6	14.9	*51*	90.6	9.1	*16*	86.5	7.3	*24*	81.5	3.0	*516*

		Title I Elementary Schools									Title I Secondary Schools									All Title I Schools		
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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
	Question asked of principals reporting that school offers supplemental instruction in math and that teacher aides are employed through Title I.																					
PD13A	Are any of your Title I instructional services in math provided by teacher aides?	76.3	4.7	*226*	66.9	12.1	*50*	59.7	10.6	*35*	78.1	13.3	*43*	89.2	10.3	*17*	26.4	11.1	*22*	72.6	3.6	*398*
	Question asked of principals reporting that school offers instructional services specially designed in English and that teacher aides are employed through Title I.																					
PD13B	Are any of your Title I instructional services that are specially designed in English provided by teacher aides?	77.1	14.5	*24*	43.7	23.1	*14*	71.8	9.2	*23*	0.9	0.9	*8*	31.4	5.1	*5*	75.5	11.7	*14*	57.1	5.5	*92*
	Questions asked of principals reporting that school employs teacher aides through Title I. To what extent do teacher aides do the following activities? Do they...Great Extent																					
PD17a	Work one-on-one with students?	31.6	4.5	*351*	51.8	9.0	*79*	35.0	7.4	*57*	65.9	9.7	*69*	59.0	9.9	*21*	35.8	25.6	*35*	41.1	3.9	*621*
PD17b	Work with students in groups?	52.7	6.0	*351*	51.9	7.7	*79*	56.0	8.8	*57*	47.8	9.7	*69*	24.3	19.4	*21*	40.1	28.1	*35*	50.0	4.3	*621*
PD17c	Do clerical tasks?	4.4	2.6	*351*	0.4	0.4	*79*	2.5	2.7	*57*	22.5	19.2	*69*	0.0	0.0	*21*	27.1	22.0	*35*	7.7	3.4	*621*
PD17d	Work with parents?	5.5	1.7	*351*	8.6	4.6	*79*	10.9	6.9	*57*	32.8	19.4	*69*	5.3	5.0	*21*	3.0	2.6	*35*	9.9	3.1	*621*
	Question asked of principals who reported having at least 1 migrant student in school.																					
PD21	Does your school receive Title I, Part C funds for migrant education programs?				18.2	5.4	*130*	55.8	7.8	*99*				23.2	12.7	*34*	74.4	13.1	*56*	34.1	5.5	*334*

		Title I Elementary Schools									Title I Secondary Schools									All Title I Schools		
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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
	Question asked of principals in schools receiving Title I, Part C funds.																					
PD22	To what extent do you coordinate these migrant services with your Title I, Part A services? Would you say....Great Extent				55.1	14.1	*30*	40.0	8.4	*52*				30.0	12.8	*9*	37.4	29.5	*27*	42.5	10.0	*121*
PD26A	To what extent does your school combine your federal funds with funding from other sources? Great Extent	31.0	4.3	*600*	24.1	5.3	*130*	44.5	6.6	*99*	31.8	10.7	*147*	54.9	10.7	*34*	42.9	21.6	*56*	32.3	3.3	*1081*
	What challenges do you face in coordinating federal resources with your other funds? Do you find that...																					
PD26a	You are unsure what is allowed?	58.8	4.0	*600*	31.5	8.2	*130*	36.8	6.8	*99*	54.7	11.0	*147*	63.2	16.5	*34*	44.3	21.6	*56*	52.8	3.5	*1081*
PD26b	The district controls the use of funds?	67.7	3.6	*600*	47.7	9.6	*130*	42.4	5.5	*99*	72.1	5.9	*147*	75.8	12.9	*34*	80.9	10.2	*56*	65.0	2.7	*1081*
PD26c	The state controls the use of funds?	56.4	4.1	*600*	36.9	7.5	*130*	34.1	5.8	*99*	43.6	11.4	*147*	47.7	10.6	*34*	75.3	13.7	*56*	51.1	3.3	*1081*
PD26d	There is resistance by school staff?	12.6	4.2	*600*	8.7	3.3	*130*	7.3	2.5	*99*	3.7	1.2	*147*	13.2	10.0	*34*	6.0	3.7	*56*	10.2	2.6	*1081*
	Questions concerning teacher and teacher aide positions asked of principals who fund such positions through Title I.																					
	If Title I funds were not available to your school, would you cut back ...																					
PD27a	Teaching positions?	87.5	2.5	*487*	75.4	5.7	*99*	90.6	3.6	*71*	85.5	5.7	*97*	79.1	15.0	*25*	89.7	5.6	*34*	85.8	2.0	*825*
PD27b	Teacher aide positions?	86.4	7.3	*351*	93.5	3.9	*79*	97.1	1.7	*57*	97.9	1.3	*69*	98.6	1.7	*21*	100	0.0	*35*	91.3	4.3	*621*
PD27c	Other staff positions?	38.0	4.3	*600*	33.5	7.7	*130*	58.4	6.1	*99*	34.0	10.3	*147*	42.6	12.4	*34*	24.9	12.8	*56*	37.5	3.4	*1081*
PD27d	Professional development opportunities?	59.9	4.6	*600*	51.2	9.0	*130*	70.3	5.8	*99*	38.0	10.2	*147*	59.4	17.9	*34*	49.1	24.1	*56*	55.6	3.5	*1081*
PD27e	Computers?	42.8	4.4	*600*	38.8	6.9	*130*	62.7	6.9	*99*	41.8	6.0	*147*	56.5	18.7	*34*	44.6	22.4	*56*	44.0	3.3	*1081*
PD27f	Parent involvement activities?	50.2	4.6	*600*	47.0	9.4	*130*	61.9	6.8	*99*	33.7	5.7	*147*	57.3	18.5	*34*	45.8	22.6	*56*	48.1	3.3	*1081*

		Title I Elementary Schools									Title I Secondary Schools									All Title I Schools		
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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
	Professional Development in Title I Schools Since the end of the 1997-98 school year, to what extent were the following factors important in determining which teacher professional development activities are supported by school or district resources? How about...Great Extent																					
PG4a	Special state-level initiatives?	42.2	4.9	*600*	46.2	8.0	*130*	42.5	6.4	*99*	42.6	10.0	*147*	54.7	11.5	*34*	18.9	9.7	*56*	42.3	3.7	*1081*
PG4b	District-level initiatives or district improvement plan?	68.1	4.6	*600*	56.9	9.0	*130*	66.5	6.7	*99*	66.5	8.8	*147*	79.5	11.9	*34*	42.8	21.4	*56*	65.6	3.5	*1081*
PG4c	School plan?	64.1	4.8	*600*	64.5	9.4	*130*	80.2	5.3	*99*	36.8	8.0	*147*	77.3	12.6	*34*	51.4	24.3	*56*	61.0	3.7	*1081*
PG4d	Implementation of content standards?	51.7	5.1	*599*	70.0	7.8	*130*	62.6	6.9	*99*	44.8	7.5	*146*	58.1	22.4	*34*	32.6	16.5	*56*	53.5	3.6	*1079*
PG4e	Teacher preferences?	36.4	5.1	*600*	39.5	10.2	*130*	23.4	5.6	*99*	13.3	3.7	*147*	52.7	19.5	*34*	14.5	9.8	*56*	32.6	3.5	*1081*
TD1	Have you received any professional development in the past 12 months? *Questions asked of teachers who report having received some professional development in the past 12 months. Questions concerning migrant, LEP, or Native American students asked only of teachers who teach at least one student from the respective groups.*	94.3	1.3	*1414*	94.0	1.9	*311*	95.4	3.0	*255*	95.4	1.9	*292*	100	0.0	*41*	91.2	8.7	*120*	94.4	0.9	*2657*

		Title I Elementary Schools									Title I Secondary Schools									All Title I Schools		
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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
	I am going to read a list of professional development activities. If you have received this type of professional development in the last 12 months, please tell me whether it was a one time activity, part of an ongoing activity this year only, or part of an ongoing activity that continues for more than one year. Did you participate in a professional development activity that focused on...																					
	Content in your subject area?																					
TD1Aa	None?	17.4	2.3	*1349*	22.5	6.1	*294*	19.0	4.8	*250*	16.3	4.4	*280*	26.3	22.9	*41*	37.3	29.4	*118*	19.8	2.2	*2542*
TD1Aa	One time activity?	26.4	2.6	*1349*	24.7	7.4	*294*	17.7	3.4	*250*	25.5	3.2	*280*	25.9	23.4	*41*	18.0	4.2	*118*	25.3	1.8	*2542*
TD1Aa	Ongoing activity this year?	22.0	3.0	*1349*	20.6	3.0	*294*	21.2	4.3	*250*	18.8	4.3	*280*	4.8	2.3	*41*	16.2	10.3	*118*	19.7	1.9	*2542*
TD1Aa	Ongoing multiyear activity?	33.9	2.4	*1349*	31.9	5.5	*294*	42.1	4.5	*250*	39.4	6.6	*280*	42.9	48.2	*41*	28.3	18.0	*118*	35.1	2.3	*2542*
TD3a	Did that professional development activity cause you to change your teaching practice?	58.9	3.6	*1136*	55.3	6.1	*256*	53.1	5.1	*211*	42.4	5.6	*231*	67.0	14.7	*35*	49.3	6.8	*97*	54.9	2.5	*2150*
	Instructional strategies?																					
TD1Ab	None?	12.5	1.6	*1349*	16.6	5.0	*294*	19.1	3.8	*250*	20.8	4.0	*280*	0.4	0.7	*41*	23.6	7.6	*118*	15.1	1.3	*2542*
TD1Ab	One time activity?	34.6	2.5	*1349*	40.4	3.8	*294*	25.2	4.6	*250*	28.9	3.5	*280*	58.4	6.3	*41*	37.6	4.6	*118*	34.7	1.7	*2542*
TD1Ab	Ongoing activity this year?	22.6	2.8	*1349*	24.7	4.4	*294*	24.2	4.5	*250*	20.4	5.3	*280*	21.1	3.2	*41*	9.3	6.9	*118*	22.0	1.9	*2542*
TD1Ab	Ongoing multiyear activity?	29.9	2.3	*1349*	18.2	4.4	*294*	31.5	4.6	*250*	30.0	3.7	*280*	20.1	4.8	*41*	29.0	3.9	*118*	28.0	1.6	*2542*
TD3b	Did that professional development activity cause you to change your teaching practice?	52.9	3.6	*1171*	62.5	6.1	*255*	52.0	6.2	*205*	44.7	7.0	*235*	26.7	4.5	*40*	40.7	10.8	*98*	51.6	2.7	*2188*
	Approaches to assessment?																					
TD1Ac	None?	43.8	2.7	*1349*	30.0	5.9	*294*	36.6	4.5	*250*	48.5	3.8	*280*	46.5	32.0	*41*	64.4	21.9	*118*	43.1	2.3	*2542*
TD1Ac	One time activity?	20.3	2.1	*1349*	28.0	6.1	*294*	24.8	4.5	*250*	20.7	5.2	*280*	39.4	15.6	*41*	13.7	8.7	*118*	21.9	1.9	*2542*
TD1Ac	Ongoing activity this year?	15.2	1.6	*1349*	12.3	2.9	*294*	18.5	3.9	*250*	11.1	2.5	*280*	7.2	9.4	*41*	8.3	5.7	*118*	13.5	1.3	*2542*

		Title I Elementary Schools									Title I Secondary Schools									All Title I Schools		
		Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)			Non-migrant (0 migrant students)			Low migrant (1-14)			Medium/high migrant (15 or more)					
		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
TD1Ac	Ongoing multiyear activity?	20.6	2.0	*1349*	29.3	6.9	*294*	19.8	4.3	*250*	19.7	3.8	*280*	6.9	9.0	*41*	12.7	8.6	*118*	21.3	1.8	*2542*
TD3c	Did that professional development activity cause you to change your teaching practice? Strategies for using assessment results?	59.3	2.8	*824*	65.8	8.5	*191*	53.5	5.8	*149*	47.2	7.0	*166*	58.6	29.3	*27*	52.7	7.8	*68*	57.9	2.6	*1563*
TD1Ad	None?	56.4	2.6	*1349*	43.6	7.2	*294*	38.2	5.4	*250*	68.4	4.7	*280*	46.1	27.5	*41*	61.4	7.8	*118*	55.2	2.1	*2542*
TD1Ad	One time activity?	15.7	1.8	*1349*	21.5	6.9	*294*	21.8	6.6	*250*	14.8	3.3	*280*	24.0	12.5	*41*	20.1	5.3	*118*	17.5	1.7	*2542*
TD1Ad	Ongoing activity this year?	8.3	1.3	*1349*	14.7	2.6	*294*	14.7	2.7	*250*	6.8	1.8	*280*	3.9	5.5	*41*	3.0	2.2	*118*	9.1	0.9	*2542*
TD1Ad	Ongoing multiyear activity?	19.6	1.8	*1349*	20.2	6.8	*294*	24.0	4.5	*250*	10.0	2.3	*280*	26.0	35.4	*41*	15.6	10.5	*118*	18.1	1.8	*2542*
TD3d	Did that professional development activity cause you to change your teaching practice? Strategies to enable you to teach to content standards?	56.3	3.3	*676*	64.7	8.4	*158*	61.1	5.0	*132*	48.7	6.2	*125*	83.7	6.7	*24*	39.2	16.6	*55*	57.4	2.9	*1277*
TD1Ae	None?	40.5	3.8	*1330*	34.5	7.5	*289*	36.9	4.0	*248*	35.2	5.4	*275*	42.0	30.0	*41*	44.5	18.4	*117*	38.4	2.5	*2507*
TD1Ae	One time activity?	19.8	1.9	*1330*	16.0	3.8	*289*	19.1	3.3	*248*	23.2	4.4	*275*	23.9	15.3	*41*	28.8	3.9	*117*	20.9	1.5	*2507*
TD1Ae	Ongoing activity this year?	15.6	2.8	*1330*	20.8	4.2	*289*	17.8	3.6	*248*	9.8	3.9	*275*	3.4	4.6	*41*	13.4	9.0	*117*	14.9	1.7	*2507*
TD1Ae	Ongoing multiyear activity?	23.4	2.5	*1330*	28.6	6.6	*289*	25.6	3.9	*248*	31.8	4.5	*275*	30.6	41.3	*41*	12.4	8.2	*117*	25.3	2.0	*2507*
TD3e	Did that professional development activity cause you to change your teaching practice? Instructional strategies for teaching low achieving students?	59.7	4.3	*823*	62.5	10.4	*185*	48.4	5.6	*154*	47.0	6.3	*169*	82.8	7.6	*29*	37.8	9.7	*72*	57.0	3.3	*1573*
TD1Af	None?	47.5	2.8	*1349*	49.1	4.1	*294*	40.8	5.7	*250*	61.7	5.1	*280*	55.6	16.7	*41*	60.4	6.5	*118*	50.3	2.0	*2542*
TD1Af	One time activity?	21.4	2.7	*1349*	25.3	3.6	*294*	20.5	4.7	*250*	18.4	4.0	*280*	23.0	13.5	*41*	24.4	6.1	*118*	21.7	1.7	*2542*
TD1Af	Ongoing activity this year?	10.1	2.7	*1349*	11.4	2.5	*294*	13.6	3.4	*250*	5.4	2.0	*280*	1.4	2.0	*41*	4.7	3.6	*118*	9.2	1.5	*2542*
TD1Af	Ongoing multiyear activity?	21.0	1.8	*1349*	14.3	4.3	*294*	24.3	3.7	*250*	14.5	4.8	*280*	19.9	4.7	*41*	10.4	6.7	*118*	18.7	1.4	*2542*
TD3f	Did that professional development activity cause you to change your teaching practice? Instructional strategies for teaching LEP students?	52.7	4.2	*698*	48.5	8.2	*166*	47.2	7.6	*138*	51.6	7.8	*130*	49.1	9.6	*24*	67.9	16.2	*58*	51.8	2.7	*1326*
TD1Ag	None?	73.3	3.1	*430*	52.7	7.5	*113*	41.9	6.6	*177*	63.1	6.9	*126*	85.0	21.4	*15*	35.1	20.4	*84*	59.9	3.6	*1051*

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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
TD1Ag	One time activity?	9.2	1.6	*430*	24.3	8.5	*113*	15.2	4.0	*177*	17.9	6.2	*126*	9.0	13.0	*15*	38.8	21.5	*84*	16.4	3.2	*1051*
TD1Ag	Ongoing activity this year?	6.1	1.7	*430*	11.4	2.9	*113*	17.5	4.1	*177*	10.4	4.3	*126*	0.0	0.0	*15*	3.1	3.6	*84*	9.8	1.7	*1051*
TD1Ag	Ongoing multiyear activity?	11.4	2.5	*430*	11.6	4.8	*113*	25.4	5.9	*177*	8.6	2.8	*126*	6.1	10.2	*15*	23.0	4.2	*84*	13.9	1.9	*1051*
TD3g	Did that professional development activity cause you to change your teaching practice? Instructional strategies for teaching migrant students?	40.9	7.4	*140*	77.4	11.4	*38*	46.0	7.2	*99*	55.0	8.5	*47*	27.1	24.8	*3*	45.0	12.5	*37*	49.5	3.7	*400*
TD1Ah	None?	87.9	5.2	*101*	72.5	11.6	*64*	69.7	4.1	*159*	79.9	8.8	*42*	65.5	31.4	*7*	65.4	8.4	*68*	75.7	3.9	*468*
TD1Ah	One time activity?	6.4	3.5	*101*	2.1	0.9	*64*	6.7	3.4	*159*	18.4	8.8	*42*	19.0	24.0	*7*	11.6	4.2	*68*	8.3	2.0	*468*
TD1Ah	Ongoing activity this year?	1.2	0.9	*101*	23.5	12.5	*64*	12.4	3.8	*159*	1.7	1.4	*42*	15.4	16.6	*7*	0.8	1.4	*68*	8.4	4.4	*468*
TD1Ah	Ongoing multiyear activity?	4.5	2.6	*101*	1.8	2.2	*64*	11.2	3.0	*159*	0.0	0.0	*42*	0.0	0.0	*7*	22.1	5.4	*68*	7.5	2.1	*468*
TD3h	Did that professional development activity cause you to change your teaching practice? Instructional strategies for teaching Native American students?	32.6	18.5	*21*	93.4	3.6	*10*	55.3	9.0	*39*	53.4	37.4	*8*	100	0.0	*2*	85.2	31.7	*18*	70.0	9.6	*104*
TD1Ai	None?	81.4	3.6	*289*	58.0	15.0	*89*	81.5	5.6	*65*	89.1	3.8	*124*	96.0	38.5	*15*	73.2	9.0	*29*	80.7	4.7	*656*
TD1Ai	One time activity?	8.0	2.7	*289*	1.6	2.8	*89*	10.1	5.5	*65*	6.6	2.9	*124*	2.2	21.9	*15*	5.0	5.2	*29*	6.2	1.8	*656*
TD1Ai	Ongoing activity this year?	2.2	1.0	*289*	34.4	17.3	*89*	0.0	0.0	*65*	0.6	0.4	*124*	0.9	8.6	*15*	11.0	9.4	*29*	6.9	4.5	*656*
TD1Ai	Ongoing multiyear activity?	8.3	2.0	*289*	5.8	2.9	*89*	8.4	3.7	*65*	3.6	1.7	*124*	0.8	8.1	*15*	10.9	5.1	*29*	6.1	1.3	*656*
TD3i	Did that professional development activity cause you to change your teaching practice? Strategies to increase or strengthen parent involvement?	55.9	9.0	*66*	94.4	6.8	*18*	28.1	19.9	*10*	49.7	17.4	*32*	77.6	12.3	*3*	44.0	20.8	*7*	67.7	8.9	*146*
TD1Aj	None?	67.5	3.3	*1349*	65.5	5.8	*294*	67.5	3.7	*250*	73.1	4.3	*280*	82.5	5.8	*41*	81.9	11.9	*118*	69.6	2.0	*2542*
TD1Aj	One time activity?	15.0	3.0	*1349*	19.6	4.7	*294*	13.3	2.5	*250*	16.4	3.0	*280*	13.9	9.3	*41*	3.5	2.6	*118*	14.9	1.7	*2542*
TD1Aj	Ongoing activity this year?	5.0	1.4	*1349*	5.2	2.3	*294*	5.2	1.6	*250*	5.8	2.2	*280*	0.2	0.3	*41*	5.7	4.1	*118*	5.1	0.9	*2542*
TD1Aj	Ongoing multiyear activity?	12.4	1.5	*1349*	9.4	2.8	*294*	14.1	4.0	*250*	4.8	1.6	*280*	3.4	4.6	*41*	8.9	6.3	*118*	10.4	0.9	*2542*

		Title I Elementary Schools									Title I Secondary Schools									All Title I Schools		
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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
TD3j	Did that professional development activity cause you to change your teaching practice? Strategies for managing discipline?	29.7	4.2	*490*	18.9	5.8	*108*	28.1	5.8	*82*	39.1	9.5	*113*	3.3	7.0	*12*	29.9	10.3	*34*	28.2	3.1	*912*
TD1Ak	None?	64.8	3.3	*1349*	66.2	5.9	*294*	62.8	5.7	*250*	65.3	4.7	*280*	49.2	27.3	*41*	61.6	9.8	*118*	64.5	2.2	*2542*
TD1Ak	One time activity?	18.3	2.7	*1349*	19.9	4.0	*294*	17.1	3.1	*250*	24.5	4.6	*280*	21.4	8.2	*41*	25.0	3.9	*118*	19.5	1.8	*2542*
TD1Ak	Ongoing activity this year?	5.8	0.9	*1349*	5.4	2.6	*294*	10.0	2.9	*250*	3.3	1.6	*280*	0.0	0.0	*41*	3.8	3.2	*118*	5.4	0.7	*2542*
TD1Ak	Ongoing multiyear activity?	11.0	1.9	*1349*	8.6	3.0	*294*	10.1	3.0	*250*	6.9	2.3	*280*	29.4	19.4	*41*	9.7	6.2	*118*	10.5	1.4	*2542*
TD3k	Did that professional development activity cause you to change your teaching practice? Leadership development?	51.2	5.1	*553*	58.1	11.3	*102*	45.9	7.5	*92*	35.9	7.2	*109*	58.1	14.6	*18*	49.4	20.5	*41*	50.0	3.5	*991*
TD1Al	None?	76.9	2.3	*1349*	84.1	4.2	*294*	74.6	4.2	*250*	72.2	5.0	*280*	68.6	17.1	*41*	73.5	2.9	*118*	76.1	1.8	*2542*
TD1Al	One time activity?	6.0	0.9	*1349*	4.7	1.9	*294*	7.1	1.8	*250*	11.6	3.8	*280*	15.2	10.5	*41*	18.0	5.8	*118*	8.0	1.0	*2542*
TD1Al	Ongoing activity this year?	6.6	1.3	*1349*	5.5	2.6	*294*	7.1	1.9	*250*	5.3	2.4	*280*	2.0	2.9	*41*	2.2	1.8	*118*	5.7	1.0	*2542*
TD1Al	Ongoing multiyear activity?	10.3	2.0	*1349*	5.7	1.6	*294*	11.1	2.4	*250*	10.9	3.2	*280*	14.2	8.9	*41*	6.3	4.3	*118*	10.1	1.2	*2542*
TD3l	Did that professional development activity cause you to change your teaching practice? Adapting teaching to meet reading assessment or math assessment requirements?	48.7	4.0	*321*	31.9	9.9	*62*	47.5	6.3	*66*	57.7	11.0	*82*	50.2	10.2	*15*	19.3	13.1	*35*	46.9	3.3	*646*
TD1Am	None?	43.6	3.2	*1119*	31.1	4.3	*244*	35.1	6.8	*192*	44.2	8.1	*234*	45.6	33.6	*37*	59.7	20.3	*83*	42.9	2.7	*2065*
TD1Am	One time activity?	19.6	3.0	*1119*	20.6	5.3	*244*	23.4	6.2	*192*	19.2	3.4	*234*	14.9	11.0	*37*	13.3	2.4	*83*	19.3	1.9	*2065*
TD1Am	Ongoing activity this year?	10.0	1.7	*1119*	14.0	2.4	*244*	10.6	2.6	*192*	7.4	2.2	*234*	28.2	31.1	*37*	8.3	7.4	*83*	11.0	1.3	*2065*
TD1Am	Ongoing multiyear activity?	26.3	3.6	*1119*	34.0	6.2	*244*	27.1	3.9	*192*	29.2	6.3	*234*	11.2	14.7	*37*	18.7	15.6	*83*	26.3	2.5	*2065*
TD3m	Did that professional development activity cause you to change your teaching practice? Use of technology?	57.2	5.4	*638*	61.8	10.6	*160*	55.9	5.4	*108*	61.6	8.3	*126*	62.9	22.3	*27*	48.8	13.1	*52*	57.9	4.1	*1209*
TD1An	None?	25.1	2.8	*1349*	24.2	4.3	*294*	31.0	5.4	*250*	20.6	5.2	*280*	4.5	6.1	*41*	37.0	8.1	*118*	24.8	1.9	*2542*
TD1An	One time activity?	24.6	2.8	*1349*	31.7	6.5	*294*	22.4	4.4	*250*	27.5	5.2	*280*	18.7	13.7	*41*	25.1	3.0	*118*	25.8	1.8	*2542*
TD1An	Ongoing activity this year?	17.5	3.0	*1349*	16.2	4.5	*294*	17.6	2.8	*250*	11.8	3.7	*280*	42.0	19.0	*41*	17.2	6.5	*118*	16.7	1.9	*2542*

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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
TD1An	Ongoing multiyear activity?	32.6	2.5	*1349*	27.7	5.7	*294*	27.6	4.4	*250*	40.2	5.0	*280*	34.9	10.5	*41*	20.7	13.5	*118*	32.6	1.9	*2542*
TD3n	Did that professional development activity cause you to change your teaching practice?	63.9	4.2	*982*	76.4	5.2	*214*	56.0	4.9	*171*	60.0	5.9	*214*	80.9	6.1	*33*	53.8	5.5	*83*	64.8	2.7	*1853*
	Use of an externally developed school reform model?																					
TD1Ao	None?	82.8	2.0	*1349*	84.9	3.9	*294*	78.6	4.1	*250*	83.5	4.5	*280*	89.8	13.5	*41*	87.8	7.9	*118*	82.9	1.5	*2542*
TD1Ao	One time activity?	4.7	0.8	*1349*	2.0	1.1	*294*	3.7	1.1	*250*	5.9	2.3	*280*	6.1	8.6	*41*	4.2	3.3	*118*	4.4	0.6	*2542*
TD1Ao	Ongoing activity this year?	3.0	0.6	*1349*	2.9	1.2	*294*	4.6	1.8	*250*	2.5	1.0	*280*	2.8	3.9	*41*	2.6	2.5	*118*	3.3	0.5	*2542*
TD1Ao	Ongoing multiyear activity?	9.2	1.6	*1349*	9.3	3.1	*294*	12.5	3.2	*250*	7.4	3.7	*280*	1.3	1.8	*41*	4.5	3.1	*118*	8.7	1.2	*2542*
TD3o	Did that professional development activity cause you to change your teaching practice?	47.7	6.3	*266*	64.2	9.8	*57*	61.6	7.8	*55*	44.0	18.4	*55*	26.4	12.6	*15*	53.0	12.6	*25*	50.2	4.3	*523*
	Questions asked of teachers who would like additional professional development and did not receive any professional development in specific areas.																					
	What types of professional development would you have liked to have participated in? How about...																					
TD5a	Content in your subject area?	69.9	6.8	*161*	87.4	7.2	*37*	64.6	21.5	*19*	77.6	10.9	*35*	98.2	33.2	*3*	68.9	41.6	*14*	74.2	3.9	*296*
TD5b	Instructional strategies?	83.2	4.6	*149*	59.6	13.6	*36*	74.3	19.7	*26*	66.1	12.5	*41*	100	0.0	*1*	66.2	14.9	*11*	74.4	3.9	*295*
TD5c	Approaches to assessment?	63.9	8.1	*310*	64.8	9.4	*65*	73.8	10.1	*52*	78.5	7.9	*71*	69.6	37.3	*8*	70.8	9.4	*28*	68.0	4.7	*585*
TD5d	Strategies for using assessment results?	64.2	8.3	*369*	60.4	10.5	*78*	79.3	7.9	*62*	66.3	7.6	*90*	96.3	23.9	*8*	69.6	9.4	*38*	66.7	4.8	*717*
TD5e	Strategies to enable you to teach to content standards?	70.5	4.3	*286*	70.0	9.6	*66*	65.7	9.0	*42*	66.4	7.3	*67*	10.0	24.9	*8*	83.0	27.6	*28*	68.2	3.8	*542*
TD5f	Instructional strategies for teaching low achieving students?	86.8	2.8	*373*	65.0	11.8	*74*	90.7	4.2	*62*	76.9	6.7	*90*	100	0.0	*11*	85.1	15.3	*30*	82.8	2.6	*709*
TD5g	Instructional strategies for teaching LEP students?	57.9	6.2	*146*	54.8	11.1	*45*	78.3	7.7	*45*	73.3	11.4	*42*	44.8	36.9	*7*	88.4	16.5	*25*	65.4	4.7	*353*

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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
TD5h	Instructional strategies for teaching migrant students?	44.7	11.1	*51*	63.1	13.4	*30*	72.6	9.3	*66*	77.2	9.6	*19*	69.7	19.7	*4*	92.9	13.5	*31*	70.6	6.8	*212*
TD5i	Instructional strategies for teaching Native American students?	54.7	11.9	*109*	35.5	20.6	*41*	34.9	12.4	*25*	66.1	13.4	*51*	72.4	42.1	*7*	75.4	18.2	*12*	56.1	6.2	*265*
TD5j	Strategies to increase or strengthen parent involvement?	61.7	5.6	*454*	57.7	10.8	*94*	75.5	7.6	*86*	60.5	7.0	*97*	14.5	8.8	*16*	61.2	8.5	*44*	59.2	3.9	*870*
TD5k	Strategies for managing discipline?	61.8	5.5	*436*	57.8	10.6	*101*	66.7	7.4	*80*	51.7	9.5	*95*	8.1	6.2	*15*	40.0	4.0	*44*	55.3	3.7	*844*
TD5l	Leadership development?	42.6	4.6	*509*	52.6	6.5	*111*	59.3	8.4	*86*	29.5	8.0	*107*	33.1	24.5	*18*	60.1	7.1	*50*	43.7	3.0	*967*
TD5m	Adapting teaching to meet reading assessment or math assessment requirements?	61.7	6.7	*268*	39.0	12.5	*52*	59.8	9.0	*37*	51.3	16.5	*66*	6.5	93.7	*4*	78.1	26.5	*17*	56.8	5.3	*484*
TD5n	Use of technology?	83.2	6.0	*261*	70.3	9.8	*57*	95.1	3.0	*49*	85.5	6.7	*58*	70.3	16.4	*5*	92.1	17.7	*26*	83.0	3.8	*501*
TD5o	Use of an externally developed school reform model?	36.6	5.3	*519*	44.0	6.6	*108*	46.1	9.2	*89*	30.7	7.4	*116*	89.5	4.1	*14*	37.1	6.1	*48*	40.3	3.7	*989*
PD15	Do you have any teacher aides at your school? *Questions asked of principals in schools with teacher aides.*	98.0	1.1	*600*	99.5	0.5	*130*	99.6	0.4	*99*	89.5	5.9	*147*	99.2	0.7	*34*	100	0.0	*56*	97.2	1.1	*1081*
PG3	Are teacher aides included in your professional development activities?	89.6	3.0	*587*	73.7	11.2	*129*	94.7	2.2	*98*	89.3	5.2	*132*	99.2	0.9	*32*	98.2	1.0	*56*	88.3	2.6	*1049*
	Does your district support educational improvement for teacher aides through...																					
PD20a	Career ladder for teacher aides?	25.3	2.9	*587*	41.6	9.6	*129*	40.2	6.0	*98*	28.3	10.6	*132*	31.8	15.3	*32*	36.7	18.4	*56*	30.0	2.7	*1049*
PD20b	Release time for class work or studying for a high school diploma or GED?	11.9	2.1	*587*	37.2	10.0	*129*	21.2	3.9	*98*	34.6	12.2	*132*	12.6	7.1	*32*	12.6	7.1	*56*	19.2	3.0	*1049*
PD20c	Funding for high school diploma or GED classes?	7.6	1.6	*587*	10.7	4.4	*129*	11.8	5.3	*98*	4.1	1.2	*132*	14.0	10.4	*32*	10.5	6.0	*56*	8.1	1.3	*1049*
PD20d	Release time for class work or studying for higher education courses?	25.4	3.9	*587*	26.7	7.6	*129*	34.5	5.5	*98*	48.1	8.7	*132*	65.4	15.7	*32*	35.6	19.9	*56*	31.1	3.0	*1049*
PD20e	Funding for higher education classes?	22.8	3.1	*587*	22.9	5.9	*129*	46.8	6.4	*98*	18.4	4.5	*132*	31.5	7.5	*32*	24.2	14.0	*56*	24.0	2.4	*1049*

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		Est.	St. Err.	n	Est.	St. Err.	n	Est.	St. Err.	n	Est.	St. Err.	n	Est.	St. Err.	n	Est.	St. Err.	n	Est.	St. Err.	n
	Teacher Perceptions of Students' Mathematics Abilities																					
	Questions asked of elementary and secondary math teachers.																					
	How well do you think your students perform in your math class relative to their peers....																					
	Nationally? Would you say in the bottom 25% and 50%, between 50% and the top 25%, or in the top 25%?																					
TB15aa	Bottom 25%?	4.1	0.8	2542	1.3	0.6	522	4.1	1.1	454	10.0	2.4	266	7.3	4.4	56	19.7	6.7	102	4.9	0.6	4241
TB15ab	25-50%?	25.4	1.8	2542	24.7	3.3	522	28.0	3.9	454	23.1	4.0	266	28.0	8.4	56	26.2	8.2	102	25.6	1.2	4241
TB15ac	50-75%?	52.4	2.5	2542	57.7	3.4	522	51.8	5.2	454	49.0	6.0	266	44.7	14.4	56	31.7	6.3	102	51.6	1.9	4241
TB15ad	Top 25%?	15.0	1.4	2542	11.6	2.4	522	14.6	2.9	454	17.0	4.3	266	7.0	2.8	56	21.2	14.6	102	14.7	0.9	4241
	Internationally?																					
TB15ba	Bottom 25%?	11.5	1.9	2542	8.7	2.6	522	11.6	2.0	454	14.2	2.8	266	21.0	8.1	56	38.7	15.5	102	12.5	1.4	4241
TB15bb	25-50%?	27.5	1.9	2542	27.8	3.7	522	35.5	4.5	454	27.9	5.4	266	27.6	15.8	56	22.9	5.4	102	28.2	1.5	4241
TB15bc	50-75%?	32.4	2.3	2542	35.3	3.2	522	29.2	3.5	454	30.2	6.0	266	25.4	8.9	56	13.7	6.5	102	31.3	1.6	4241
TB15bd	Top 25%?	6.4	1.3	2542	3.2	1.3	522	5.4	1.7	454	12.5	4.9	266	1.6	1.3	56	0.2	0.2	102	6.0	1.0	4241
	Mathematics Coursework in Secondary Schools																					
	Questions asked of high school math chairs.																					
	What percent of graduating seniors in your school have taken...																					
TB11a	Algebra 1?										91.6	3.0	37	93.1	4.3	5	57.7	21.2	17	84.4	7.1	70
TB11b	Algebra 2?										58.1	6.6	37	62.3	14.7	5	29.0	11.6	16	52.9	7.0	69
TB11c	Trigonometry?										25.4	3.2	37	48.6	18.7	5	23.2	5.3	16	29.5	3.8	69
TB11d	A full semester of statistics?										0.5	0.3	37	17.5	14.5	5	0.4	1.2	17	3.8	2.6	70
TB11e	Precalculus?										22.3	3.7	36	33.1	9.0	5	14.7	1.1	16	22.7	3.0	68
TB11f	College algebra?										9.8	6.0	36	32.3	20.8	5	17.6	7.3	16	15.6	4.6	68
TB11g	Non-AP Calculus?										6.2	3.6	36	18.0	11.8	5	0.5	1.5	16	7.4	3.3	68
TB11h	AP Calculus?										4.2	2.1	37	1.3	1.1	5	2.5	1.4	18	3.3	1.2	71

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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
	Parent Involvement Strategies																					
	Does your school provide the following to parents of students at your school? How about...																					
PF1a	The school plan or school improvement plan?	95.8	1.4	*282*	88.0	8.1	*58*	89.7	7.9	*45*	78.5	11.1	*69*	95.9	3.5	*23*	97.7	1.6	*27*	92.7	2.2	*513*
PF1b	A school-parent compact?	73.5	5.2	*297*	72.3	9.9	*62*	85.9	5.0	*48*	59.9	15.8	*77*	83.1	8.7	*24*	74.6	14.8	*29*	72.9	3.7	*547*
PF1c	A school performance profile or school report card?	84.2	5.5	*297*	87.3	6.1	*62*	92.3	3.5	*48*	80.1	10.4	*77*	95.2	3.5	*24*	79.1	15.0	*29*	85.0	3.6	*547*
PF1d	A district, state, or national comparison of your school?	84.5	5.1	*297*	91.2	3.7	*62*	71.7	7.7	*48*	86.1	4.3	*77*	80.7	10.3	*24*	89.5	5.4	*29*	85.1	3.2	*547*
PF1e	Content standards or performance standards?	86.7	5.2	*296*	92.7	3.2	*62*	87.2	5.7	*48*	51.1	13.7	*76*	89.9	7.5	*24*	71.4	16.0	*29*	83.1	4.0	*545*
PF6	Are any of your school documents translated into languages other than English?	23.5	3.5	*297*	57.0	9.4	*62*	88.1	5.1	*48*	16.9	4.8	*77*	37.1	15.5	*24*	73.3	16.2	*29*	33.9	3.4	*547*
	Questions asked of principals who report using school-parent compacts. In your school, which parents are asked to participate in the school-parent compact? Are the parents of																					
PF2a	All of your students, or	76.5	4.8	*225*	81.6	6.1	*51*	85.2	9.7	*40*	49.8	11.5	*52*	69.6	16.2	*16*	42.3	16.6	*22*	73.3	4.3	*414*
PF2b	Solely your Title I students?	22.4	4.6	*225*	18.4	6.1	*51*	9.3	8.8	*40*	33.2	16.4	*52*	22.3	15.0	*16*	57.7	16.6	*22*	23.6	4.1	*414*
PF3	Do you monitor whether or not the school and the parents have met their part of the compact?	80.3	5.3	*225*	78.2	10.1	*51*	78.7	6.6	*40*	83.4	8.0	*52*	81.2	11.8	*16*	74.6	11.2	*22*	80.3	3.6	*414*
	Questions concerning migrant, LEP, or Native American students asked only of principals in schools with at least 1 migrant student or 10 percent LEP or Native American students.																					

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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
	Do you monitor the progress of the school-parent compacts through																					
PF3Aa	A parent survey?	50.4	8.3	*180*	75.8	9.3	*43*	41.3	12.7	*28*	45.0	11.6	*40*	60.2	18.4	*13*	88.6	7.8	*13*	54.7	6.1	*325*
PF3Ab	A school personnel survey?	50.0	8.2	*180*	58.8	10.1	*43*	47.7	12.3	*28*	61.1	20.8	*40*	60.2	18.4	*13*	90.7	6.4	*13*	54.3	6.4	*325*
PF3Ac	Verbal feedback from parents?	98.8	0.6	*180*	96.9	2.4	*43*	90.1	7.9	*28*	100	0.0	*40*	99.0	1.2	*13*	100	0.0	*13*	97.9	0.9	*325*
PF3Ad	Verbal feedback from school personnel?	96.2	2.7	*180*	96.3	2.5	*43*	99.1	1.0	*28*	100	0.0	*40*	99.0	1.2	*13*	100	0.0	*13*	96.7	1.7	*325*
PF3Ae	Records of parent involvement?	88.5	4.9	*180*	76.9	13.5	*43*	74.8	9.9	*28*	97.5	1.5	*40*	72.2	16.9	*13*	98.5	1.6	*13*	86.6	4.2	*325*
PF3Af	Records of Title I parent involvement?	87.1	3.6	*168*	94.3	3.3	*37*	93.7	3.8	*22*	93.9	4.1	*37*	83.9	14.0	*11*	100	0.0	*12*	89.7	2.5	*294*
PF3Ag	Records of involvement of parents of migrant students?				49.4	10.1	*37*	86.9	8.1	*22*				90.4	7.1	*11*	90.1	6.6	*12*	68.8	6.7	*89*
PF3Ah	Records of involvement of parents of LEP students?	77.7	10.4	*36*	98.1	2.0	*12*	95.7	3.9	*13*	95.6	5.3	*11*	70.4	12.6	*4*	100	0.0	*11*	85.9	5.1	*93*
PF3Ai	Record of involvement of parents of Native American students?	66.1	20.8	*18*	100	0.0	*2*	100	0.0	*3*	100	0.0	*9*	70.2	20.8	*4*	100	0.0	*2*	82.5	8.7	*38*
PF3Aj	Phone logs?	32.1	6.1	*180*	52.1	11.5	*43*	33.7	7.6	*28*	33.6	9.3	*40*	37.7	21.4	*13*	82.3	9.7	*13*	37.2	4.4	*325*
PF3B	Do you evaluate the progress of meeting specified goals in the school-parent compacts on an ongoing basis?	84.1	4.5	*180*	86.2	6.3	*43*	70.2	10.2	*28*	97.2	2.4	*40*	94.4	4.4	*13*	89.8	7.0	*13*	85.3	2.9	*325*
	Do you use the information from monitoring school-parent compacts in																					
PF4a	Parent-teacher conferences?	89.8	4.2	*180*	91.8	4.0	*43*	85.9	9.0	*27*	68.6	19.9	*40*	71.2	16.9	*13*	87.9	7.2	*13*	86.3	4.0	*324*
PF4b	Teacher evaluation?	35.4	6.7	*180*	51.5	11.5	*43*	51.0	13.3	*27*	59.3	21.1	*40*	6.8	4.9	*13*	9.1	6.4	*13*	38.3	5.6	*324*
TE5	Do you use a school-parent compact? *Question asked of teachers who report using school-parent compacts.*	56.0	3.4	*1458*	57.6	6.7	*276*	66.0	8.2	*250*	47.9	5.0	*352*	32.6	9.8	*97*	39.6	8.8	*126*	53.5	2.3	*2765*

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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
TE8	To what extent do you find the compact useful in discussing the shared responsibilities among the parent, the student, and yourself?-Great Extent *Question asked of teachers who do not report using school-parent compacts.*	25.6	2.6	*712*	27.1	5.0	*143*	50.4	7.9	*152*	39.6	4.0	*147*	21.7	9.1	*37*	22.2	8.2	*54*	30.1	2.0	*1352*
TE9	To what extent do you think a school-parent compact would be beneficial?-Great Extent	27.5	4.2	*636*	20.0	4.7	*108*	29.8	6.1	*87*	19.5	4.8	*185*	37.7	3.5	*51*	27.7	4.1	*63*	26.9	2.7	*1217*
	Do you promote parent involvement by																					
PF7a	Using parents as volunteers in the class or school?	98.2	0.8	*297*	98.9	1.1	*62*	100	0.0	*48*	64.6	9.6	*77*	89.4	8.0	*24*	90.9	4.3	*29*	93.6	1.9	*547*
PF7b	Recruiting or employing parents as classroom aides?	69.1	6.3	*297*	76.8	8.7	*62*	83.2	5.9	*48*	44.6	12.4	*77*	75.1	9.9	*24*	26.2	10.9	*29*	66.3	4.8	*547*
PF7c	Having parents serve on school or district committees?	98.7	0.7	*297*	98.9	1.1	*62*	96.9	3.2	*48*	94.8	2.8	*77*	96.2	3.2	*24*	96.6	2.2	*29*	97.9	0.6	*547*
PF7d	Providing workshops or training for parents?	85.3	5.2	*297*	92.9	3.5	*62*	95.9	3.3	*48*	76.7	11.0	*77*	96.2	3.2	*24*	77.6	15.1	*29*	86.0	3.3	*547*
PF7e	Training parents to work with their children at home?	91.8	2.0	*297*	95.8	2.4	*62*	90.9	6.4	*48*	61.8	15.8	*77*	89.4	8.0	*24*	66.4	15.2	*29*	87.5	2.6	*547*
PF7f	Providing social support services?	62.8	7.0	*297*	69.5	10.1	*62*	71.6	9.4	*48*	62.2	9.2	*77*	45.6	15.7	*24*	73.6	15.9	*29*	64.0	5.2	*547*
PF7g	Providing family night activity, such as family math?	87.4	3.2	*297*	77.2	8.3	*62*	88.5	4.8	*48*	28.4	6.9	*77*	46.8	15.6	*24*	48.3	18.1	*29*	75.1	3.5	*547*
PF7h	Providing materials translated into other languages?	25.7	4.4	*297*	48.8	9.7	*62*	79.0	9.0	*48*	15.2	4.4	*77*	38.9	15.5	*24*	72.5	16.2	*29*	33.5	3.6	*547*
PF7i	Providing information in culturally or linguistically appropriate formats?	51.3	6.1	*297*	67.2	10.0	*62*	79.5	9.3	*48*	29.8	7.7	*77*	43.3	14.7	*24*	37.2	14.1	*29*	51.8	4.1	*547*
PF7j	Inviting them to assemblies or fairs?	98.5	0.7	*297*	98.0	1.5	*62*	100	0.0	*48*	94.2	2.8	*77*	96.2	3.2	*24*	96.6	2.2	*29*	97.8	0.6	*547*
PF7k	Hosting social events?	90.5	3.0	*297*	90.0	4.0	*62*	93.9	2.6	*48*	91.1	3.3	*77*	86.1	8.0	*24*	55.6	18.7	*29*	89.0	2.5	*547*

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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
PF7l	Providing individual student assessment results to the parents of your students?	96.1	2.4	*297*	98.9	1.1	*62*	100	0.0	*48*	93.4	3.0	*77*	96.2	3.2	*24*	95.5	2.4	*29*	96.4	1.5	*547*
PF7m	Including an interpretation of those assessment results to parents?	99.2	0.4	*288*	100	0.0	*61*	91.6	7.5	*48*	98.7	1.0	*69*	100	0.0	*22*	97.6	2.5	*25*	98.9	0.5	*522*
	Which of the following forms of communication between parents and staff occur at your school? Are...																					
PF8a	Parents given written interim reports or report cards on student performance or attendance?	98.7	0.7	*297*	98.9	1.1	*62*	100	0.0	*48*	95.6	2.6	*77*	96.2	3.2	*24*	96.6	2.2	*29*	98.2	0.5	*547*
PF8b	Parents requested to sign off on homework?	91.5	2.2	*297*	97.7	1.6	*62*	93.6	2.6	*48*	81.3	5.3	*77*	92.1	4.5	*24*	64.2	16.3	*29*	90.2	1.6	*547*
PF8c	Parents given access to a school-sponsored homework hotline?	27.3	5.0	*297*	27.6	9.8	*62*	27.0	10.9	*48*	37.3	11.3	*77*	6.3	3.7	*24*	11.8	5.0	*29*	26.9	3.4	*547*
PF8d	Parents given positive phone calls or notes from teachers?	98.5	0.7	*297*	98.9	1.1	*62*	97.6	1.6	*48*	95.4	2.7	*77*	96.2	3.2	*24*	96.6	2.2	*29*	98.0	0.5	*547*
PF8e	Parents given examples of work that meet high standards?	82.5	4.8	*297*	95.1	2.0	*62*	95.8	2.6	*48*	72.4	15.2	*77*	95.0	3.6	*24*	82.3	7.9	*29*	84.4	3.1	*547*
PF8f	Parents notified about children ability-group placements?	69.0	6.1	*297*	77.2	7.6	*62*	77.7	8.5	*48*	58.2	12.9	*77*	50.4	14.8	*24*	87.1	5.9	*29*	69.4	4.6	*547*
PF8g	Special efforts to involve Title I parents made?	83.9	5.1	*297*	96.5	2.4	*62*	79.9	7.8	*48*	91.2	4.1	*77*	66.1	14.8	*24*	87.9	6.8	*29*	85.5	3.6	*547*
PF8h	Special efforts to involve parents of migrant students made?				70.9	8.0	*62*	88.6	5.3	*48*				63.0	14.8	*24*	87.1	6.5	*29*	73.8	5.2	*173*
PF8i	Special efforts to involve parents of LEP students made?	92.6	4.8	*56*	95.8	4.2	*20*	91.3	5.8	*30*	79.3	14.1	*22*	82.5	17.9	*7*	87.7	6.0	*23*	90.9	2.7	*165*
PF8j	Special efforts to involve parents of Native American students made?	95.4	3.6	*32*	100	0.0	*6*	100	0.0	*9*	90.5	6.9	*20*	96.5	3.2	*5*	92.2	8.9	*5*	95.5	1.9	*78*
PF8k	Parents given access to the school web site with information specific to them?	43.2	6.1	*297*	49.8	11.3	*62*	52.6	8.5	*48*	46.6	16.1	*77*	20.2	8.9	*24*	38.1	15.9	*29*	43.7	4.5	*547*

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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
	Question asked of teachers who teach at least 1 migrant student.																					
TE3	To what extent do you feel you communicate with parents of migrant students? Would you say ...Great Extent	16.2	5.0	*114*	18.5	6.9	*67*	27.5	5.0	*148*	9.3	6.2	*45*	8.8	8.7	*30*	25.2	6.1	*75*	18.1	2.3	*512*
	Questions asked of teachers who teach at least 1 LEP student. How do you communicate with parents that have limited English proficiency? Do you communicate....																					
TE4a	Directly in a common language?	43.3	5.2	*410*	43.7	6.9	*114*	65.4	5.7	*168*	51.7	7.4	*140*	34.2	12.3	*38*	41.2	10.9	*82*	46.4	2.8	*1047*
TE4b	Through another person, such as a home-school liaison or translator?	88.5	2.5	*410*	84.0	4.7	*114*	70.6	8.9	*168*	81.7	5.5	*140*	92.4	3.8	*38*	78.3	5.5	*82*	83.7	1.5	*1047*
	How often do you....Almost Daily																					
TE10a	Require parents to sign off on students homework? Would you say almost never, once or twice a month, once or twice a week, or almost daily?	29.6	2.2	*1458*	25.8	5.5	*276*	32.2	8.7	*250*	24.0	6.6	*352*	19.9	10.6	*97*	4.0	2.1	*126*	26.7	2.1	*2765*
TE10b	Send home reading activities parents can do with students that reinforce what students are learning in the classroom?	30.9	2.4	*1423*	29.9	4.7	*271*	26.2	4.6	*246*	11.7	2.8	*206*	4.9	3.1	*59*	13.8	3.7	*75*	27.1	1.6	*2447*
TE10c	Send home math activities parents can do with students that reinforce what students are learning in the classroom?	30.3	2.5	*1274*	32.9	5.1	*243*	28.6	4.6	*225*	13.2	6.7	*146*	0.1	0.1	*38*	7.8	3.7	*51*	28.2	2.1	*2120*
	As a result of your schools parental involvement efforts, to what extent have you noticed a change in your classroom? To what extent are....Great Extent																					

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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
TE11a	Students completing their homework? Would you say not at all, to a small extent, to a moderate extent, or to a great extent?	47.1	2.4	*1458*	50.5	6.0	*276*	52.4	6.3	*250*	32.1	3.2	*352*	26.1	10.6	*97*	18.5	6.7	*126*	42.8	2.0	*2765*
TE11b	Students attending school regularly?	77.1	2.8	*1458*	68.6	6.0	*276*	75.9	4.5	*250*	60.4	5.7	*352*	58.7	7.9	*97*	41.4	5.0	*126*	70.3	1.8	*2765*
TE11c	Students arriving at school on time?	70.2	3.0	*1458*	65.3	7.1	*276*	75.5	4.9	*250*	64.4	5.6	*352*	62.0	9.8	*97*	57.0	4.4	*126*	67.1	2.0	*2765*
PH1	Does your school plan include a goal for using technology to improve student instruction?	95.3	2.3	*285*	86.4	5.8	*66*	88.5	4.8	*49*	71.3	13.3	*65*	100	0.0	*8*	96.5	6.1	*27*	89.7	2.8	*504*
PH2	Does your school have a computer or technology coordinator?	77.9	5.2	*303*	81.8	7.5	*68*	87.7	5.2	*51*	53.0	13.5	*70*	67.2	34.4	*10*	94.4	8.9	*27*	75.0	4.3	*534*
	Availability and Use of Technology																					
PH9	What percent of your classrooms have at least one computer permanently located in them that is connected to the Internet? *Questions concerning migrant, LEP, or Native American students asked only of principals in schools with at least 1 migrant student or 10 percent LEP or Native American students.*	55.8	6.6	*294*	52.5	6.4	*65*	47.1	9.5	*47*	49.8	15.0	*60*	20.7	10.7	*9*	26.7	38.0	*26*	51.5	4.9	*505*
	What are the major barriers in using technology for instructional purposes at your school? How about...																					
PH16a	No telephone lines or insufficient telephone lines?	43.3	6.5	*301*	27.7	8.2	*68*	48.5	9.6	*51*	36.2	12.4	*70*	12.4	13.1	*10*	73.0	40.3	*27*	40.5	4.9	*532*
PH16b	Insufficient equipment?	49.8	6.0	*301*	71.2	9.5	*68*	58.7	9.4	*51*	38.5	12.4	*70*	91.1	9.5	*10*	81.8	27.5	*27*	54.1	4.9	*532*
PH16c	Lack of technical support or advice?	49.9	6.8	*301*	60.7	12.4	*68*	40.7	7.7	*51*	24.7	10.9	*70*	2.4	3.4	*10*	82.2	26.7	*27*	46.8	5.4	*532*
PH16d	Lack of or inadequately trained staff?	51.6	7.0	*301*	43.1	13.5	*68*	52.4	8.9	*51*	31.1	11.6	*70*	67.7	34.1	*10*	88.0	17.7	*27*	48.9	5.4	*532*

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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
PH16e	Lack of teacher knowledge regarding ways to integrate technology into the curriculum?	78.6	4.4	*301*	52.6	15.2	*68*	71.0	7.2	*51*	59.5	12.7	*70*	67.7	34.1	*10*	94.3	9.0	*27*	71.5	5.1	*532*
PH16f	Lack of software that is integrated with the school's curriculum?	48.1	6.7	*301*	70.1	9.6	*68*	51.6	8.4	*51*	54.0	13.8	*70*	94.6	6.3	*10*	89.6	15.9	*27*	55.7	5.1	*532*
PH16g	Lack of software appropriate for migrant students?				35.4	12.3	*68*	52.5	8.6	*51*				90.3	10.5	*10*	80.4	28.5	*27*	50.4	10.0	*161*
PH16h	Lack of software appropriate for LEP students?	74.8	8.0	*55*	39.4	13.2	*16*	56.6	10.7	*38*	69.9	15.0	*14*	80.7	83.0	*2*	89.0	26.6	*20*	67.2	7.8	*147*
PH16i	Lack of software appropriate for Native American students?	39.8	11.3	*32*	66.0	70.1	*14*	43.9	16.3	*7*	29.2	15.9	*17*	100	0.0	*1*	59.8	20.3	*4*	45.3	16.8	*76*
	Schools Identified As In Need Of Improvement																					
	District reports school has been identified as in need of improvement under Title I. *Question asked of principals in schools identified by the district as in need of improvement under Ttile I.*	10.5	10.5	*600*	20.3	6.0	*130*	16.7	4.5	*99*	13.0	3.8	*147*	11.7	6.5	*34*	14.9	7.7	*56*	13.0	1.4	*1081*
PSC27	Your district has indicated that your school has been identified as in need of improvement under Title I. Is this correct? *Questions concerning schools identified as in need of improvement asked of principals reporting their school has been identified as in need of improvement.*	8.8	1.4	*600*	12.5	3.7	*130*	11.6	3.2	*99*	7.8	2.0	*147*	11.7	6.5	*34*	14.9	7.7	*56*	9.9	1.1	*1081*
PE3	Do you know what your district considers adequate yearly progress or substantial progress?	66.2	7.2	*108*	65.3	18.3	*24*	58.3	11.5	*18*	62.1	11.1	*31*	44.9	19.1	*13*	44.2	13.6	*17*	62.4	5.1	*218*

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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
PE7	Do you feel that the measures used to determine adequate yearly progress or substantial progress were adequate to judge your schools performance?	66.3	7.7	*79*	52.6	15.0	*19*	50.6	17.7	*9*	70.3	15.8	*18*	51.5	25.0	*8*	54.2	17.8	*10*	61.4	5.3	*147*
PE8	As a result of your school's identification as in need of improvement, did any outside entities provide you with additional technical assistance or professional development?	52.5	7.0	*108*	45.0	15.5	*24*	55.6	12.3	*18*	18.1	8.6	*31*	70.4	15.8	*13*	40.5	14.4	*17*	47.3	4.8	*218*
PE9	As a result of your school's identification as in need of improvement, have you implemented any additional strategies to address it? *Questions asked of principals who reported implementing additional strategies.* *Questions concerning migrant, LEP, or Native American students asked only of principals in schools with at least 1 migrant student or 10 percent LEP or Native American students.* Do these strategies include...	82.8	6.1	*108*	57.8	17.4	*24*	78.4	12.6	*18*	83.1	8.1	*31*	51.8	19.4	*13*	85.6	8.4	*17*	76.5	5.1	*218*
PE9Aa	More professional development than other schools?	72.5	5.9	*94*	61.3	13.8	*19*	65.9	11.1	*13*	73.3	12.6	*25*	65.6	18.2	*9*	62.7	15.6	*14*	70.0	3.8	*179*
PE9Ab	District staff spending more time in this school than other schools?	50.7	7.4	*94*	23.1	9.8	*19*	8.8	9.3	*13*	33.3	14.5	*25*	43.3	22.8	*9*	20.7	12.0	*14*	39.3	4.9	*179*
PE9Ac	Closer supervision of school decisions?	47.2	6.8	*94*	61.8	15.5	*19*	36.1	12.9	*13*	78.9	14.9	*25*	50.7	21.3	*9*	24.2	11.0	*14*	50.8	5.2	*179*
PE9Ad	Assistance brought in from outside the district?	35.1	7.2	*94*	47.9	15.4	*19*	53.2	13.9	*13*	61.1	12.6	*25*	66.7	17.2	*9*	46.9	15.9	*14*	42.4	5.3	*179*
PE9Ae	Strong encouragement to adopt a new, comprehensive model program?	53.5	7.1	*94*	78.6	11.0	*19*	55.6	15.7	*13*	51.3	11.7	*25*	47.9	21.8	*9*	87.0	7.8	*14*	58.3	5.4	*179*

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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
PE9Af	Revising or developing a new school plan?	79.5	7.5	*94*	98.7	1.3	*19*	90.2	8.5	*13*	97.5	2.4	*25*	86.7	11.6	*9*	91.4	6.8	*14*	86.5	4.1	*179*
PE9Ag	Teaching or learning strategies focused on migrant students?				43.2	13.3	*19*	63.8	14.4	*13*				63.9	18.7	*9*	21.1	9.9	*14*	42.9	8.4	*60*
PE9Ah	Teaching or learning strategies focused on LEP students?	85.2	12.0	*16*	100	0.0	*6*	79.9	11.1	*12*	92.3	9.4	*8*	49.0	23.1	*3*	79.2	16.4	*12*	87.2	4.9	*61*
PE9Ai	Teaching or learning strategies focused on Native American students?	51.2	43.8	*4*	100	0.0	*1*	40.6	4.7	*4*	100	0.0	*6*	100	0.0	*1*	100	0.0	*1*	79.2	19.5	*17*
PE9Aj	More family and community involvement?	90.4	3.6	*94*	100	0.0	*19*	90.2	8.5	*13*	96.8	3.0	*25*	74.0	16.2	*9*	81.5	13.6	*14*	91.6	2.4	*179*
	Schools Adopting Comprehensive School Reform Models																					
	Principal reports that school has adopted a comprehensive school reform model.	31.5	3.6	*600*	27.2	5.6	*130*	34.7	4.7	*99*	34.3	10.4	*147*	38.8	12.9	*34*	24.4	12.1	*56*	31.4	2.8	*1081*
	Questions asked of principals in schools that have adopted a model. What were the reasons your school became involved in model?																					
PC6a	Was it a result of your school being identified as in need of improvement under Title I?	45.1	10.4	*46*	37.1	19.5	*12*	47.3	14.4	*11*	17.8	11.9	*15*	55.9	35.3	*5*	53.0	18.9	*9*	42.6	6.2	*101*
PC6b	Was it at the direction of the district?	23.6	3.5	*218*	31.3	8.9	*57*	23.5	8.1	*42*	37.9	24.4	*50*	69.4	26.3	*14*	25.7	9.0	*29*	29.0	4.6	*415*
PC6c	Was there a fit with your school's needs assessment and research?	88.5	9.2	*218*	94.7	3.8	*57*	95.1	3.5	*42*	83.4	10.6	*50*	93.0	6.9	*14*	88.0	6.8	*29*	88.9	5.5	*415*
PC6d	Was it at the direction of the community?	11.9	2.2	*218*	20.5	8.9	*57*	28.8	8.2	*42*	33.3	25.6	*50*	66.9	27.3	*14*	14.0	6.4	*29*	19.8	4.5	*415*
	Were the following factors important in selecting model? How about....																					
PC10a	The research evidence?	89.2	9.3	*218*	94.2	4.3	*57*	93.0	4.2	*42*	75.4	18.7	*50*	100	0.0	*14*	88.0	6.8	*29*	88.3	5.9	*415*

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		Est.	St. Err.	n	Est.	St. Err.	n	Est.	St. Err.	n	Est.	St. Err.	n	Est.	St. Err.	n	Est.	St. Err.	n	Est.	St. Err.	n
PC10b	Improved student performance in a school with populations similar to your school?	92.0	2.1	218	92.2	4.4	57	94.6	3.9	42	54.0	21.2	50	85.1	16.1	14	76.5	8.6	29	85.3	3.3	415
PC10c	Affordability?	81.0	5.1	218	72.9	8.1	57	81.5	6.8	42	66.5	16.7	50	97.7	2.5	14	74.0	8.4	29	78.2	3.6	415
PC10d	A professional development component?	95.4	1.4	218	90.7	5.3	57	87.7	7.0	42	69.7	18.9	50	87.1	15.1	14	84.7	6.9	29	89.6	3.1	415
PC10e	Ease of implementation?	68.6	9.8	218	78.4	5.7	57	78.0	7.2	42	46.9	22.5	50	73.2	24.0	14	70.1	8.8	29	67.1	6.5	415
PC10f	Compatibility with other activities you were trying to implement in the school?	90.5	5.3	218	86.1	5.1	57	92.9	4.8	42	92.0	5.8	50	87.7	13.8	14	79.2	7.3	29	89.9	3.3	415
PC10g	A curriculum component?	91.0	2.4	218	88.3	4.8	57	90.7	4.6	42	70.9	19.1	50	86.3	15.5	14	73.9	9.4	29	86.5	3.1	415
PC10h	Its focus on a content area of need?	88.5	3.6	218	86.4	6.6	57	94.2	3.7	42	70.0	15.8	50	81.4	18.0	14	72.1	9.2	29	84.7	3.4	415
PC10i	A comprehensive approach in addressing the schools needs?	96.9	1.0	218	92.4	3.7	57	96.9	3.1	42	93.8	5.4	50	100	0.0	14	95.9	4.2	29	96.0	1.1	415
	Where is your school in the process of implementing the model? Would you say....																					
PC4Aa	Initial selection and planning?	5.6	2.7	218	3.6	2.5	57	7.4	4.0	42	15.2	10.4	50	2.9	3.1	14	2.0	2.0	29	6.7	2.4	415
PC4Ab	Initial staff training and development is underway?	7.9	3.7	218	5.4	3.4	57	8.1	3.9	42	27.2	19.1	50	16.2	16.1	14	13.7	8.2	29	11.2	3.6	415
PC4Ac	The model is partially implemented?	21.3	3.9	218	18.0	10.1	57	13.1	6.0	42	13.5	7.5	50	17.9	16.9	14	48.9	10.7	29	20.0	3.2	415
PC4Ad	The model is implemented in most or all aspects?	64.5	5.6	218	73.0	10.9	57	71.5	8.1	42	43.1	23.4	50	63.0	30.7	14	35.5	9.9	29	61.5	5.0	
	In implementing model in your school, did you or do you plan to																					
PC4a	Strictly adopt the model without making any adaptations?	28.3	6.8	218	36.8	7.9	57	30.3	7.2	42	17.4	11.0	50	16.2	16.1	14	12.9	6.4	29	26.7	4.4	415
PC4b	Make small adaptations?	49.1	8.9	218	41.2	10.7	57	51.0	8.5	42	36.4	19.7	50	81.4	17.7	14	36.9	11.5	29	47.1	6.2	415
PC4c	Adopt just parts of the model?	16.3	4.9	218	19.7	8.1	57	15.6	7.3	42	46.3	22.7	50	2.5	3.1	14	50.2	9.2	29	22.0	5.1	415

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		Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*	Est.	St. Err.	*n*
	Question asked of principals who reported their school had received professional development or other assistance.																					
PC13	To what extent are you satisfied with the professional development or assistance? Would you say...Great Extent	68.8	5.7	*194*	72.1	11.1	*54*	69.1	7.5	*38*	56.8	21.5	*47*	37.3	18.7	*10*	67.3	8.6	*24*	66.1	4.9	*369*
PC14	To what extent are you finding it difficult to implement model? Great Extent	2.8	1.3	*218*	7.2	3.9	*57*	4.5	4.0	*42*	18.8	18.4	*50*	0.0	0.0	*14*	6.5	6.6	*29*	6.0	2.9	*415*
PC15	To what extent are Title I services integrated into model? Great extent	77.9	5.2	*218*	79.7	11.1	*57*	84.3	6.1	*41*	56.7	21.1	*50*	81.7	17.1	*14*	85.9	7.1	*29*	75.4	4.5	*414*

126

127

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